URBAN/MUNICIPAL
CA4 ON HBL W26
A38
1994

Agenda Of The Program Committee Of The Board Of Education

January 6, 1994-



URBAN/MUNICIPAL
CA4 ON HBL W26
A38
1994

URBAN M...
MAY 1994
GOVERNMENT ... DOCUMENTS

AGENDA

PROGRAM COMMITTEE

1994 01 06

Confirmation of the minutes of the regular meeting of 1993 12 02.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Response from the Officials to the Presentation by KIDestrian re "Practising Traffic Safety with Your Kids"

NEW BUSINESS:

1. Report of the Special Education Advisory Committee **Page 1**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Implementation of the Common Curriculum - Grades 1 to 9 **Pages 2 to 7 (Plus Separate Package)**

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. Adamson (Chairman); Trustees Bishop, Mulholland and Allen; Mesdames Bramberger, Elliott, Kadar and Oommen; Messrs. Shields and Verticchio.

Also Present: E. Collins (Hamilton Principals' Association)

Officials Present: E. Bond, Superintendent of Program
J. Tomlinson, Co-ordinator of Special Education

The Committee recommends:

GENERAL

1. That the Verbal Report regarding Diagnostic and Resource Team (D.A.R.T.) Process be received for information.

Respectfully submitted

DR. I. ADAMSON
Chairman

Lower Auditorium
1993 12 15

1994 01 06

To: Chairman and Members of the
Board of Education for the City of Hamilton

From: E. G. Bond, Superintendent of Program

Re: Implementation of the Common Curriculum-Grades 1-9

Report: Information

BACKGROUND

ABOUT THE DOCUMENT

In **February 1993** the Ministry of Education and Training released a **policy document** The Common Curriculum, Grades 1-9 which **describes the curriculum for the Province of Ontario for Grades 1-9.**

The curriculum in this document **supersedes** the one described in **The Formative Years, 1975,** and the subject guidelines for Grades 7 to 9, including those developed under **Ontario Schools, Intermediate and Senior Divisions (OSIS), 1989.** However, these and other earlier ministry documents remain valuable as resources for program planning.

As the Introduction indicates, "In a **rapidly changing world, schools** must constantly **adapt to meet the needs** of their students and communities and of society at large." The **purpose of this document** is to **provide the policy direction** needed to design educational programs that will **meet these needs.** It is **intended for all** those who are **responsible for curriculum review, development and implementation** in Ontario.

The Ministry has stated **"All school boards and sections are required to complete the implementation of programs based on outcomes in Grades 1 to 9 by September 1996."**

This is a **working document** with the aim of getting reactions and achieving **implementation over a three-year period beginning in September 1993.** The term "working document" recognizes that The Common Curriculum is neither final nor complete. It is to be the basis of an **ongoing process of collaborative curriculum development** involving the **ministry, educators, parents,** and the **wider public.**

The Common Curriculum has the following **key features:**

1. It **focuses on results**-commonly referred to as **learning outcomes** by educators-rather than goals or the length of time to be spent on specific areas of study.
2. It is **designed for all students**; that is, it recognizes that a school's programs must accommodate the various abilities, needs, and interests, as well as the differing racial and ethnocultural backgrounds, of all the students in the school.
3. It is **based on an integrated approach** to learning; that is, it places emphasis on connections and relationships-among ideas, among people, and among things in the real world.
4. It requires that school-board and school staff, students, and the community **work together to develop programs that effectively meet local needs.**
5. In emphasizing outcomes, it provides a **clear basis for evaluating student achievement and program effectiveness.**

The **content** of The Common Curriculum includes the following:

Part 1: outlines the **Principles of Education** for Grades 1 to 9 as they relate to: learning, teaching, curriculum, assessment and evaluation.

Part 2: describes the **ten essential outcomes**, or results that form the basis of the entire curriculum

Part 3: describes the **four core program areas** and the overall outcomes related to each area

Part 4: outlines the more **specific outcomes** students should achieve by the **end of Grades 3, 6, and 9, for each of the four core program areas.**

Implications of The Common Curriculum are included in Appendix I.

FOLLOW UP EVENTS

A **"Fact Sheet" for teachers parents and the community** regarding The Common Curriculum was developed in the **spring of 1993** by the Program Department and the Public Relations Officer for initial awareness. (attachment 1).

On **May 20, 1993** the Board approved a special assignment position of Assessment, Evaluation and Reporting to be established effective September 1, 1993.

On **July 5, 1993** the appointment of Bob Chapman to the special assignment position Assessment, Evaluation and Reporting was approved.

In **September 1993** the Ministry of Education and Training released "The Common Curriculum, Grades 1-9: **Version for Parents and the General Public".** (attachment 2)

Also in **September 1993** the Ministry introduced a **newsletter "In Common"** as a communication link with educators, parents and the community (attachment 3). A second volume of the newsletter was released in **November/December 1993**
(attachment 4).

In collaboration with the Program Department a **proposed System Plan** has been developed. (Appendix II & III) Inherent in this plan is the formation of a Steering Committee to direct the Implementation of The Common Curriculum in the Hamilton Board of Education. The Steering Committee is currently conducting focus group sessions with a wide range of constituent groups to examine and make recommendations regarding this plan.

Appendix II outlines what has already been done and some of the more immediate tasks that must be addressed regarding the implementation of The Common Curriculum

Appendix III provides a summary of the **Proposed System Plan** that is being reviewed by the Steering Committee.

ISSUE

To present information to the trustees regarding plans for the implementation of The Common Curriculum.

RECOMMENDATION

That this report be received for information and that a further report regarding the System Plan be brought to the Board in April 1994.

APPENDICES

I Implications of The Common Curriculum
II Summary of Progress and Plans re: Proposed System Plan
III Proposed System Plan-Timelines for Development, Implementation and In-Service

ATTACHMENTS

1 A "Fact Sheet" for parents regarding The Common Curriculum.
2 The Common Curriculum-Grades 1-9
(Version for Parents and the General Public, 1993).
3 "In Common", September 1993.
4 "In Common", November/December 1993.

Appendix I

IMPLICATIONS OF THE COMMON CURRICULUM

"It emphasizes results in education-the knowledge, concepts and abilities students should acquire"

IMPLICATION FOR STUDENTS

All students will have equity of opportunity to learn and plan for their future. Outcomes will be clearly defined. Expectations will be stated in advance and each student will be responsible for demonstrating evidence of successful learnings. Excellence will be the expectation for every student.

IMPLICATION FOR TEACHERS

By describing in detail the results that students are expected to achieve, The Common Curriculum will enable teachers to evaluate student progress more precisely. Effective evaluation will in turn make it possible for them to adapt programs and methods of instruction to better meet the needs of individual students.

IMPLICATION FOR SCHOOLS

There are many different ways of achieving the outcomes set out in this document (expanded and alternative education experiences i.e. electives, remedial instruction, enrichment opportunities, flexible groupings, etc.). Although all schools must ensure that students achieve these outcomes, they may organize their programs in ways that suit their particular requirements and circumstances.

IMPLICATION FOR PARENTS

Student learning is a shared responsibility between home and school. Parents will play an important role in planning with staff the learning environment of their community school. Ongoing communication between the home and the school will be a significant part of this process.

IMPLICATION FOR THE SYSTEM

We must all have a common goal to give our children the education that will best equip them for a complex and changing world. We must work together to meet this goal and to plan effectively and wisely for the future.

Appendix II

SUMMARY OF PROGRESS AND PLANS REGARDING PROPOSED SYSTEM PLAN

TOPICS	PROGRESS TO DATE	FUTURE PLANS
AWARENESS SESSIONS	• presentations: school staff and parents	• Continue presentations with emphasis on parents and community.
"STEERING COMMITTEE"	• Common Curriculum "Steering Committee" representation: • Trustees • Senior Management • Parents (through Home & School Association) • Principals' Associations • Teacher Federations • Program Department • Area Supervisors	• Group sessions with a variety of constituents within the system and from the community to receive input.
"CURRICULUM FRAMEWORK"	• Terminology and framework developed to provide consistency	• Development of assessment scale to report student performance.
GRADE 9 PROGRAM FRAMEWORK	• Draft presented to Secondary School Principals for input, December 14, 1993.	• Revision as a result of Principals' input.
ASSESSMENT AND REPORTING	• Review of current assessment and reporting methods in our system and other Boards. • Discussion with Computer Services Department regarding computer recording of student performance on Learning Outcomes.	• Development of common reporting system for grades 1 – 9 throughout system which reflects student performance on Learning Outcomes.
PARENT AND COMMUNITY INVOLVEMENT	• Representation on Steering Committee • Invited to be involved in focus groups • Plan for a community open forum	• Development of process to include parent and community input in the development of Learning Outcomes and Assessment and Reporting Procedures. • Public Awareness sessions.
STUDENT INVOLVEMENT	• Invited to be involved in focus groups.	• Development of process to include student input in the development of Learning Outcomes and Assessment and Reporting Procedures.

Appendix III

PROPOSED SYSTEM PLAN

Timelines: Development, In-Service and Implementation

TIME	DEVELOPMENT	IN-SERVICE	IMPLEMENTATION
JANUARY TO JUNE '94	**Grade 9** • Learning Targets • Learning Outcomes • Learning/Teaching Strategies • Indicators of Successful Student Peformance • Personal Profile and Reporting System	**All Staff re:** • Common Curriculum • Learning Targets • Learning Outcomes • Assessment and Reporting	
MARCH TO OCT. '94		**Grade 9 Teachers re:** • Learning Targets • Learning Outcomes • Learning/Teaching Strategies • Indicators of Successful Student Performance • Assessment and Reporting	
SEPT. '94 TO JUNE '95	**Grades 8, 7, 5, 4** • Learning Targets • Learning Outcomes • Learning/Teaching Strategies • Indicators of Successful Student Peformance • Personal Profile and Reporting System	Ongoing in-service and support to teachers in implementation process	**Grade 9**
MARCH TO OCTOBER '95		**Grade 8, 7, 5, 4 teachers re:** • Learning Targets • Learning Outcomes • Learning/Teaching Strategies • Indicators of Successful Student Performance • Assessment and Reporting	
SEPT. '95 TO JUNE '96	**Grades 6, 3, 2, 1** • Learning Targets • Learning Outcomes • Learning/Teaching Strategies • Indicators of Successful Student Peformance • Personal Profile and Reporting System	Ongoing in-service and support to teachers in implementation process	**Grades 8, 7, 5, 4**
MARCH TO OCT. '96		**Grade 6, 3, 2, 1 teachers re:** • Learning Targets • Learning Outcomes • Learning/Teaching Strategies • Indicators of Successful Student Performance • Assessment and Reporting	
SEPT. '96 TO JUNE '97	**System review of Grades 1 - 9** • Learning Targets • Learning Outcomes • Student Performance on these Targets and Outcomes	Ongoing in-service and support to teachers in implementation process.	**Grades 6, 3, 2, 1**

In Common

MINISTRY OF EDUCATION AND TRAINING

Ontario

VOLUME 1, NUMBER 1, SEPTEMBER 1993

A Message From Dave Cooke

I am pleased to introduce this first issue of *In Common*. This newsletter will be an important communication link between my ministry and educators, parents, and their communities, and will function as a tool for revising and strengthening *The Common Curriculum, Grades 1–9*. This working document was released in February 1993 with the aim of getting reactions and achieving implementation over a three-year period beginning in September 1993. The term "working document" recognizes that *The Common Curriculum* is neither final nor complete. I want it to be the basis of an ongoing process of collaborative curriculum development involving my ministry, educators, parents, and the wider public.

By provoking discussion of ideas and concerns related to education, *The Common Curriculum* will ensure that our policies and practices continue to keep pace with change, that they reflect our expanding understanding of how students learn, and that they promote overall excellence in education for all students. I urge you to become an active participant in this dialogue which is essential if we are to make sure that our province's education system provides our students with the knowledge, values, and skills they will need in the future. This first issue of *In Common* will help you see how you can participate. Subsequent issues will provide stimulating ideas and discussion about what is working well, what needs to be clarified, what needs to be changed, and what needs to be added.

Implementing *The Common Curriculum* is a challenge for all of us. It is essential that outcomes-based education in Grades 1–9 and integrated programming in Grades 7 and 8 be implemented by September 1996.

While I recognize the impact of the current financial constraints, the process of curriculum change must proceed to better equip our children for life in the twenty-first century. Much can be achieved if we work together, and it is essential that all sectors of the community work co-operatively to provide the best possible education for all students. Please share your ideas and concerns with us over the next year as we implement and continue to improve *The Common Curriculum*.

Dave Cooke
Minister of Education and Training

Please participate

in the process of revising and strengthening *The Common Curriculum*

The Common Curriculum, Grades 1–9 was released in February 1993 as a "working document", a term intended to indicate that it should be considered neither final nor complete. The intention is to have schools apply their professional knowledge and experience to the document as they work towards implementation over the next three years.

The pace of change in our society, our technology, and the world scene in general is so rapid that school curriculum cannot remain static. Therefore, it is important that we revise and develop *The Common Curriculum* on an ongoing basis. It is also important that this revision and development be the result of a continuing dialogue involving the ministry, educators, parents, and the wider public.

The ministry is anxious to receive suggestions and information related to *The Common Curriculum* and its implementation in local schools from September 1993 to

(continued on back page)

In Common is a newsletter produced by the Ministry of Education and Training to communicate information about the implementation of *The Common Curriculum, Grades 1–9* and to encourage feedback from schools and their communities. Such feedback will be used to revise the document and make it more responsive to the needs of the communities in which it is used. *In Common* will be produced approximately every two months.

Shifting to Outcomes-based Education: The Need for Standards of Performance

When a shift is made from an objectives-based system to an outcomes-based system, the shift must be reflected in the approach taken to the setting of standards, assessment, and reporting. The emphasis in assessment shifts from describing *what has been covered or accomplished* to describing *how well the performance meets the stated outcomes and preset standards.*

As a starting point, it might be helpful to look at the difference between objectives and outcomes by comparing examples of each. Here's an objective from the Intermediate geography guideline developed under OSIS (*Ontario Schools, Intermediate and Senior Divisions*): "Students shall be provided with opportunities to become aware of environmental concerns in the community." And here's an outcome from *The Common Curriculum, Grades 1–9:* "Students will identify some key social, political, economic, and environmental issues and explain their relevance to the challenge of achieving sustainable development."

It is obvious that the first statement indicates what the teacher will do, and that the second indicates what the students will do. Initially, teachers may be intimidated by the notion of accountability implicit in an outcomes-based approach. On further reflection, however, it becomes clear that in an outcomes-based system the student is ultimately the one responsible for achievement; the teacher's role is to provide the professional expertise and instruction that will enable the student to be successful. In addition, if the teacher, student, and parent all have a clear understanding of what is expected in advance, there are likely to be fewer unpleasant surprises.

The accompanying chart helps to explain the differences between outcomes, standards, assessment, and reporting. An *outcome* states the general result we want. *Standards of performance* indicate what we are willing to accept as evidence that the outcome has been achieved. *Assessment* is the process of determining the extent to which the standard has been met. *Reporting* indicates the degree to which the standard has been met and, if it is to be useful, it must identify what must be done when the standard has not yet been met.

Since in the past we have described achievement or standards in terms of subjects, the ministry is in the process of developing standards of performance in language and mathematics that will assist teachers in implementing *The Common Curriculum,* in which subjects are integrated and combined. The purpose of developing these standards is to provide high and consistent provincial expectations that will serve as common public reference points against which to measure student achievement. As we move towards full implementation of an outcomes-based system, standards of performance will need to be identified for other subject areas and crosscurricular outcomes as well.

Since we expect our students to become competent not only in basics that require rote and recall, but in problem solving, decision making, and other essential life skills needed in our fast-paced and constantly changing world, we need to find valid and relevant ways of setting standards for these complex outcomes and of assessing students' performances. Many teachers are already doing excellent work in assessing these complex performances in their own classrooms. It will take longer to find reliable and cost-efficient ways of measuring these critical outcomes on a larger scale – in assessment across schools, systems, and jurisdictions.

Teachers have always set standards for student achievement at the classroom level. Unfortunately, these standards have often been implicit or unclear to students, parents, and the public. In an outcomes-based system, there can be no unstated expectations; the goal is to have everyone reach for and attain the same high and consistent standards of achievement.

In a public system as diverse as Ontario's, in which both excellence and equity are valued and in which parents' and students' own expectations vary so widely, developing such standards is a difficult task. Not only do the standards have to be explicit, they

Common Curriculum: Standards, Assessment, and Reporting

Determining Outcomes	Setting Standards	Assessing Performance	Reporting Results
Outcomes state the general results expected.	Standards state the expected range of student achievement for the outcomes.	Performance is assessed against the standards.	Results are reported in relation to the standards.

must be formulated in such a way as to allow for some professional judgement. At the same time, they must include criteria – indicators or evidence to ensure that they are applied in a common and consistent way. Lastly, they must reflect internationally accepted standards.

In the past, schools have relied almost totally on the teacher's assessment of students' work. It is essential in today's climate of accountability that the education system develop ways of involving parents more actively in determining the standards of achievement they want for their children. It is also important that students be encouraged to evaluate their own performance and to take responsibility for their achievement; the skills required for constructive peer and self-evaluation will be critical in the twenty-first century.

To determine whether established standards are being met, a wide range of assessment methods will need to be used. Again, for many teachers there is nothing new here; they are used to evaluating student achievement using a wide variety of assessment methods (quizzes, journals, formal tests, group and individual labs and assignments, observation checklists, exams, and reports or essays). Many teachers, however, will need help in developing the mechanisms that will allow them to assess complex performances in relation to standards. These scoring mechanisms or *rubrics*, as they are often called, have been used in athletics and the performing arts, as well as at science fairs, for many years. They are drawn from the knowledge and experience of experts and consist of a combination of verbal statements, criteria, and key examples to describe different levels of performance. They are used by judges and adjudicators to measure a particular performance against a predetermined standard.

The next issue of *In Common* will explore a range of alternative assessment methods that teachers and schools can use to measure student achievement.

AQ in the North

A Report of a Primary Basic Additional Qualifications Course at Lakehead University

This course was conducted in the spring of 1993 under the leadership of course director Mike Deineka, who helped to prepare this report.

Thirty candidates were enrolled in the course. They were introduced to "inquiry and active learning" during the first nine hours of the course. This was done through a unit of work based on the picture book *John Brown, Rose, and the Midnight Cat* by Jenny Wagner (Scarsdale, N.Y.: Bradbury Press, 1978). The candidates took part in large-group, small-group, and individual activities. Standards were negotiated with the candidates for each activity, and the standards were then used for peer and self-evaluations.

Each candidate had to find two or three children of Primary age in the community and "buddy up" with them for the six-week course. These children became their source of data for making curricular decisions and identifying the characteristics of the Primary child.

The culmination project for the course required the candidates to simulate an actual teaching situation in the Primary Division of a school. Five Primary Divisions were organized. Each division had six teachers, two for each of Grades 1, 2, and 3. In each division, the teachers had to agree on a theme that would be used in all three grades. For example, one division chose animals as its theme. Then the teachers of each grade in the division selected subthemes and designed activities appropriate for their children's particular age/grade level, matching them to outcomes from *The Common Curriculum, Grades 1–9*. Thus, the division that chose the theme of animals selected the subthemes of farm animals for Grade 1, pets for Grade 2, and woodlot animals for Grade 3. Areas of study, questions, problems, and standards for each of the activities were negotiated with the children.

After the themes had been thoroughly explored through a variety of learning activities, the teachers of each grade in each division planned an event to give the children an opportunity to share their research findings and demonstrate their learning to each other. From these demonstrations each grade chose what it wished to share with the other two grades in a kind of "Festival of Learning". The teachers then took the children to a location that had direct relevance to the theme, but had not previously been visited or studied. For example, the grade that had been studying pets visited a veterinarian's office. Here the children had an opportunity to apply or adapt the attitudes, values, and knowledge gained through the study of the subtheme in a new but relevant context.

Throughout the process, the candidates met regularly within and across the three grades to reflect on the children's learning and to assess and modify the learning activities that had been used.

In the last phase of the course, some of the candidates took on the role of parents. The teachers presented the theme, classroom strategies, activities, outcomes, and standards to the parents in a simulated "Curriculum Night". The candidates who took on the role of parents were encouraged to ask questions based on *The Common Curriculum Highlights* tabloid published by the ministry for parents. Significantly, in this role they seemed to focus more on the learning strategies used to achieve the standards than on the meaning or number of the outcomes.

In this learning context, the candidates did not find *The Common Curriculum* to be overwhelming or difficult to implement. It does, however, require collaborative investigation over a period of time.

A Word From the Durham Board

There was a lot happening with regard to *The Common Curriculum, Grades 1–9* in the Durham Board of Education this summer. Several institutes were held on Co-operative Learning. Participants came from as far away as Vermont and the Thunder Bay area. The practical training sessions were based on a "train-the-trainer" model. Practical sessions were held on a variety of topics ranging from the application of co-operative learning principles in a school to the advantages of co-operative leadership in a school. Institutes were also held on multiple models of learning. Programs lasted several days to provide in-depth professional development and an opportunity for teachers to network.

To date, approximately 3,000 Durham teachers have had some co-operative learning training. As a follow-up this fall, a small team of program people and Durham teachers will attempt to match the Durham learning statements and goals with those of *The Common Curriculum*. The board will encourage schools to develop curriculum units that can be shared by all the schools in the board. Last year, Exeter Secondary School developed a unit for Grade 9 that integrates technology across the curriculum.

Let us know what is happening in your board.

Comments on The Common Curriculum, Grades 1–9

Here are some of the comments on the document received to date.

- The "global perspective" in education must be given high priority in order to stress the economic and ecological interdependence of communities and nations throughout the world, and the philosophy and attitudes needed to ensure the survival of humankind on this planet.
- Gender equity must be given more stress.
- Antiracism and ethnocultural equity must be further strengthened.
- Examples such as those provided in the Mathematics, Science, and Technology outcomes are very helpful.
- Professional development opportunities for teachers will be essential for proper implementation of outcomes-based education.
- The involvement of resource centres and community libraries must be emphasized; they have an important role to play in integrated programming.
- There are too many specific outcomes in Part IV.
- The document is difficult to evaluate at present; it needs to be viewed in the context of the new policies for the Specialization Years.
- We need to find ways to reduce the difficulties for students who must change schools.

Please participate ...

(continued from front page)

June 1994. We hope you will respond to the following key questions for each of the four parts of the document:

- What is valuable? (Please give the reasons for your views.)
- What needs to be clarified? (Please provide suggestions for how the things you have identified could be clarified.)
- What needs to be changed? (Please provide suggestions for changes.)
- What needs to be added?

Please submit your or your group's views and suggestions to:

The Common Curriculum
Ministry of Education and Training
Mowat Block, 16th Floor
900 Bay Street
Toronto, Ontario M7A 1L2

The review and analysis of all the feedback received will be conducted by a committee that will include representatives from the educational community and the Ministry of Education and Training. The committee will be headed by Dr. Lorna Earle, a prominent Ontario research specialist. Summaries of the comments and suggestions received from all sectors of Ontario society and the policy options developed from them will be reported in the regular issues of *In Common*.

Early in 1994 a more systematic and comprehensive information-gathering process will be undertaken. This may include a survey of provincial stakeholders, a survey of school boards, and focus meetings with stakeholder groups.

A revised and updated version of *The Common Curriculum* is planned for December 1994.

In Common

MINISTRY OF EDUCATION AND TRAINING

Ontario

VOLUME 1, NUMBER 2, NOVEMBER/DECEMBER 1993

Expanding the Range of Assessment Methods

Implementing *The Common Curriculum, Grades 1–9* requires the use of a broad range of assessment techniques. What has been learned in the past two decades about students' learning styles, different kinds of intelligence,[1] and special learning needs indicates that limiting assessment to what people can remember or produce in a timed test or examination does not always provide good data about actual performance in life and work. In addition, traditional paper-and-pencil tests or examinations cannot measure many of the most critical things we want students to be able to do when they graduate.

Various other methods of assessment and evaluation must be not only used regularly but used in conjunction with instruction to ensure that *all* students attain high levels of knowledge, gain the necessary intellectual and interpersonal skills, and are able to act from a set of positive values.

There are other reasons why a wide variety of assessment and evaluation methods must be used. Life in the twenty-first century will require people to solve complex problems in their families and communities and in the workplace. Often these tasks will have to be completed in consultation with others. Skills lists such as the one produced in 1992 by the Conference Board of Canada confirm this.[2] If report cards and marks are to have meaning for the future, they must measure achievement of results on complex tasks and in actual performance, not just the acquisition of knowledge and theory.

Selection of employees in all types of work is now done using a wide range of assessment methods. Potential employees are often required to submit well-written résumés, to bring samples of their work (e.g., portfolios), to do written and performance tests, to work under observation with others, to perform well in an interview, and to demonstrate a high level of interpersonal and social skills.

Many universities, colleges,

(continued on next page)

What to Watch For

Here are some resources that have recently become available, or will soon be available, and that may assist you in implementing *The Common Curriculum, Grades 1–9.*

Provincial Standards Project

The ministry is developing provincial standards (formerly called benchmarks) in mathematics and language to assist teachers in the assessment of student progress at the end of Grades 3, 6, and 9. These standards have been developed by the ministry and its education partners, which include the Ontario Teachers' Federation, other professional associations (e.g., language teachers' associations, Primary/Junior educator associations), and classroom teachers.

It is expected that the mathematics standards document will be distributed in the near future. The language standards documents for English and Français will also be distributed soon and will be available for comment.

Electronic Versions of *The Common Curriculum, Grades 1–9*

The ministry has developed and made available the following electronic versions of *The Common*

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In Common is a newsletter produced by the Ministry of Education and Training to communicate information about the implementation of *The Common Curriculum, Grades 1–9* and to encourage feedback from schools and their communities. Such feedback will be used to revise the document and make it more responsive to the needs of the communities in which it is used. *In Common* will be produced approximately every two months.

Cette publication est également offerte en français sous le titre suivant : *En commun.*

Expanding ... *(continued from front page)*

and technical and professional certification programs are using the same kinds of assessment methods to select potential candidates. In addition, they are incorporating a broader range of assessment techniques into their own programs.

In elementary and secondary schools, assessment methods should vary with grade and subject material, although a broad range of techniques should be used in all programs. The focus must be on exactly what the student has achieved in relation to the outcomes and on how that achievement has been demonstrated. Sample assessment methods are listed below:

- portfolio
- journal
- multiple-choice test
- videotape or audiotape recording
- essay
- invention
- individual report
- group project
- oral presentation
- student-profile sheet
- game
- graph/table/database
- co-operative activity
- conference
- individual research project
- musical composition
- paper-and-pencil test
- teacher observation
- demonstration
- story telling
- construction project
- role play/dramatization
- community project
- formulation of a problem
- experiment
- story writing
- photo essay
- art work
- problem solving
- survey
- formal examination
- interview
- dance composition

Teacher Observation of Student Work

Changes in assessment cannot occur in isolation from instruction. The work that has been done in the province over the past two decades in co-operative learning, teaching the process of writing, and activity-based learning must be incorporated into instruction in order to help students achieve the outcomes stated in *The Common Curriculum*. In classrooms where students take responsibility for their learning and where they are involved in the production of materials, teacher observation and recording can become an increasingly important part of assessment. For many teachers, in-service education and practice will be required to enable them to observe students on a day-to-day basis while other students are working.

Self-Evaluation and Peer Evaluation

Ensuring that students learn to evaluate their own work and that of their peers is perhaps the most critical part of assessment. If teachers can effectively develop students' skills in assessing and correcting their own work and in setting out plans for a project and assessing and revising these plans each day, then some of the major requirements for effective lifelong learning and success in the workplace will have been achieved. Equally important are skills in assessing the work of a partner or colleague and giving feedback that can be used by the other person to revise and improve his or her work. In the past, these skills were not often taught in a systematic way, and most adults, including teachers, have therefore had to develop them on their own. Sample assessment sheets for assessing both product and procedure are available in many school board curriculum documents and in commercial materials.

Rubrics

Rubrics are "score sheets" that indicate how a project, performance, or answer to a complex problem will be marked. A rubric takes into account all aspects of the work, which often include both the process and the product. It is usually devised by a group of people who need to use it to mark a large number of items accurately and fairly. Often in a complex problem, unanticipated solutions will require revisions to the rubric while the marking is being done. This type of scoring device is most useful when it is developed with the students, before and during the completion of the task. It allows students to see

Working Committee Meets

The working committee to review the responses that the ministry is receiving to *The Common Curriculum, Grades 1–9* held its first meeting on October 25 and 26, 1993. The following individuals are the members of this committee:

Pierre Boutin
Association des agentes et agents de supervision franco-ontariens
Jan Cornwall
Federation of Women Teachers' Associations of Ontario
Carol Corsetti
Ontario Teachers' Federation
Lorna Earl
Board of Education for the City of Scarborough
Jackie Foerter
Ontario Public School Teachers' Federation
Janet J. Glasspool
Ontario Public Supervisory Officers' Association
Laurent Joncas
Association des enseignantes et des enseignants franco-ontariens
Ginette Plourde
Ministry of Education and Training
Ilze Purmalis
Ministry of Education and Training
Cate Roberts
Ontario Secondary School Teachers' Federation
Phil Rocco
Ontario Catholic Supervisory Officers' Association
Gail Stelter
Ontario English Catholic Teachers' Association
Ron Wideman
Ministry of Education and Training
Doug Wrigglesworth
Ontario Teachers' Federation

exactly where their work was effective and what was missing or poorly done. Most importantly, it allows students to compare their work against a predetermined high standard, not just against other students' work.

Evaluation and Reporting

In order to record the results of a broad range of assessments, it is necessary to have "tracking" sheets for each student. Many Kindergarten and Primary teachers are already familiar with methods and procedures for recording these results; other teachers will need to learn them. The data that are collected from the variety of assessments for each student will be used to evaluate the student's overall work. Teachers will evaluate each student's achievement in relation to the learning outcomes or in relation to the actual standards of achievement, where available. The involvement of both the students and the parents is critical throughout the year and at the time when decisions about the next year's placements are being made.

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1. See, for example, Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, [1983]).

2. See the brochure entitled *Employability Skills Profile.* Most school boards have received copies of this brochure from the Conference Board of Canada. If you would like a copy and cannot obtain one from your school board, please write to the Conference Board of Canada, 255 Smyth Road, Ottawa, Ontario K1H 8M7.

Q. Why is *The Common Curriculum, Grades 1-9* called a working document?

A. The term "working document" signals a more dynamic approach to curriculum development, implementation, and review. To prepare students for life in a rapidly changing world, schools need a curriculum that is regularly updated. It may be helpful to think of the February 1993 version of *The Common Curriculum* in computer software terms as version 1.0. While it is being implemented, it will be revised on the basis of comments received from educators and the public. The next version, which might be thought of as version 2.0, is expected to be ready in December 1994.

A Word From the Lincoln County Board

Implementing *The Common Curriculum, Grades 1-9* has implications for school organization and activities, including the grouping of students, evaluation, and reporting to parents. A central concern in the Lincoln County Board has been to establish close communication among all concerned so that necessary changes can be accomplished effectively.

One priority has been to assist educators and the public to become familiar with the content of *The Common Curriculum, Grades 1-9.* Administrators were asked to develop workshop strategies for this purpose. Different strategies were developed for small and large groups of parents, teaching staff of small and large schools, department heads, elementary and secondary school staff, and community groups other than parents.

When prepared, the strategies were distributed to schools. Schools have been asked to use the strategies and suggest how they can be improved. From time to time updated versions will be produced.

Please Participate

in the process of revising and strengthening *The Common Curriculum*

The Ministry of Education and Training is looking forward to receiving suggestions related to *The Common Curriculum.* These will assist in the preparation of an updated version of the curriculum, which is expected to be released in December 1994.

It is essential that *The Common Curriculum* effectively support the implementation of outcomes-based education, integrated programming, and destreaming.

The review and analysis of all the feedback that is received is being conducted by a working committee that includes seven teachers named by the Ontario Teachers' Federation, three supervisory officers named by the supervisory officers' associations, and three representatives of the Ministry of Education and Training. Research expertise and leadership is being provided by Dr. Lorna Earl, Research Director at the Board of Education for the City of Scarborough.

Please respond to the following key questions for each of the four parts of the document:

- What is valuable about *The Common Curriculum*? (Please give reasons for your views.)
- What needs to be clarified? (Please suggest ways in which the things you have identified could be clarified.)
- What needs to be changed? (Please provide suggestions for changes.)
- What needs to be added?

Please submit your or your group's views and suggestions to:

Ron Wideman
Project Co-ordinator
Common Curriculum Project
Ministry of Education and Training
Mowat Block, 16th Floor
900 Bay Street
Toronto, Ontario
M7A 1L2

What to Watch For ... (continued from front page)

Curriculum, Grades 1–9:

- WordPerfect 5.1 files of the English and French documents have been distributed to all boards of education through the Ontario Educational Software Service (OESS).

  Word searches can be carried out through WordPerfect, and sections of the document can be copied into other WordPerfect documents.

- A ToolBook version of the English document has been successfully tested over the summer. It is available as a downloadable file on a CD-ROM called "ONeducation". It is expected that the Ontario Institute for Studies in Education will have sent this to all school boards and faculties of education in early December. It runs under Windows 3.1 and requires at least a 386 computer with 4 megabytes of RAM, a mouse, and a VGA colour monitor. The French version is completed, but currently runs under the English ToolBook program. The French program is on order.

  The ToolBook version offers special search capabilities on screen and provides for the printing of specialized reports by grade level, word search, or cross-curricular outcome. It has a point-and-click interface that is operated with a mouse and is easy to use.

- FileMaker Pro, fully databased versions of the English and French documents, are completed for Macintosh and Windows platforms. These versions are currently being tested. FileMaker was recently licensed for use in Ontario schools. It is expected that it will be distributed through an OESS release in early 1994.

  FileMaker Pro can be used to print specialized reports by grade level, word search, or cross-curricular outcome. Additional record fields can be created for board or school purposes.

All these versions are expected to be available as files for downloading over the Electronic Village network, which is being used by the Ontario Teachers' Federation for the project called "Creating a Culture of Change".

Reading Recovery

Reading Recovery is an early short-term intervention program for students having difficulty with reading in Grade 1. Its goal is to enable the students initially "at risk" to make accelerated progress and to become competent, confident, independent readers in approximately twelve to twenty weeks of daily, individual, thirty-minute lessons. The program includes a balance of strategies chosen to meet the diagnosed needs and progress of the individual child.

Reading Recovery was developed by Dr. Marie Clay and has been successfully implemented in New Zealand. The program was adopted by the Board of Education for the City of Scarborough in 1988, and has been used there with a high degree of success and growing enthusiasm. There is now a great deal of interest in it in many school boards in Ontario and in other provinces.

On October 27, 1993, the Canadian Institute of Reading Recovery was officially opened by the Minister of Education and Training at Scarborough College, University of Toronto.

Reporting to Parents

The ministry is at present examining a large selection of report cards developed by Ontario school boards and schools. While maintaining the integrity of the policy stipulated for report cards in the *Ontario Student Record (OSR) Guideline, 1989* (section 3.2.2), these report cards are providing more information on student achievement than before.

Changes to reporting procedures are needed to reflect outcomes-based curriculum and an integrated approach to curriculum. Innovative assessment and evaluation practices that match the teaching strategies of an integrated approach are thus encouraged. Teachers who are using a variety of assessment tools to evaluate students' learning are finding new ways of providing additional information beyond grades, marks, and anecdotal reports to describe student progress.

In the next few months the ministry will contact some school boards about their work on effective reporting procedures. Practice should continue to inform policy directions.

Federation of Women Teachers' Associations of Ontario (FWTAO)

FWTAO has been planning the following events related to *The Common Curriculum, Grades 1–9:*

- A project scheduled for February with TVOntario will focus on ways of developing an integrated unit of study for Grades 7 and 8. Sessions will be held in several locations, and it is expected that about seven hundred people will attend. Discussions will focus on how to begin development of an integrated unit and how to make appropriate use of technology. The proceedings will be recorded for later broadcast by TVOntario.

- Eight regional conferences on *The Common Curriculum, Grades 1–9*, which will make use of the expertise in each region, will focus on practical classroom matters.

NEXT FACT SHEET

What Changes will Occur for My Child?

What are the benefits of a Common Curriculum?

- All students will have access to the whole curriculum until the end of grade 9. No able learner will be deprived of important information and skills.
- Students have one more year to make important decisions about the right courses to take in senior high school. They will have had an opportunity to try all subject areas at the secondary school level.
- There is an opportunity for staff, students and the community to develop optional units of study to enrich the core, common curriculum.
- Grades 7, 8 and 9 will be a package, with classroom activities that build on and reinforce each other.
- The emphasis will be on teaching the knowledge, skills and values students need in order to be life–long learners in our ever–changing society.

How will the Common Curriculum be implemented in Hamilton?

- Over the next three years, the Hamilton Board of Education's Program Department and teachers will be designing new courses of studies to better meet the needs of students in Grades 7, 8 and 9. Your school will inform you about the changes you can expect when teachers begin to implement the new curriculum.
- Implementation of the program in the Transition Years (grades 7, 8 and 9) will be based on the learning outcomes identified by the Ministry of Education. All students will be expected to work towards these outcomes.
- Teachers will have staff development opportunities to widen their range of teaching and evaluation strategies as they implement the new curriculum.
- Different schools may approach the changes differently depending on what they are already doing. Some schools, for example, are already offering cross–disciplinary units, based on themes, to their students; some are just beginning work in this area.
- Changes in report cards will be made in the next three years. The intent is to give you more specific information about how well your child is doing in school.

NOTE

Fact Sheet for Parents, #1 focused on What Will Happen in Grade 9 in September, 1993.

If you did not receive a copy and would like one, please contact your school principal or Carol Ramberan, Transition Years Co-ordinator, at the Board of Education (527-5092, Ext. 434)

The Hamilton Board of Education is committed to offering the best programs possible to our young people. Within the next three years, the Board will develop and implement programs based on the Common Curriculum. For more information, please contact the principal of your local school, or the Superintendent of Program, the Hamilton Board of Education, 527-5092.

This brochure was produced by the Program and Public Relations departments.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

THE COMMON CURRICULUM *IS...*

a policy document released by the Ministry of Education and Training in February 1993 which sets a new direction for education in Ontario;

a guide for reviewing, developing and implementing curriculum (instruction and evaluation) for Grades 1 to 9, in Ontario schools.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

What is the Common Curriculum Grades 1–9?

Why do we need a new Curriculum?

- There have been many changes in our society and the world at large. (For instance, research reveals that the body of information doubles every 900 days.)
- The future of our society's economic success depends, to a large extent, on developing a well–educated and highly skilled work force with different preparation for life, work and learning from the past. (For instance, 2/3 of the jobs created between now and the year 2000, will require post-secondary education.)
- Education must keep pace with these changes by using both traditional and innovative teaching strategies and instructional programs to meet the needs of students and our community.

What are the aims of the new Curriculum?

- to raise the standards of education for *all* students
- to provide more information to parents about what students are learning and how well they are doing
- to better prepare students for life in a changing world
- to strengthen the link between school and the world of work

What are the key features of the new Curriculum?

Results or "Learning Outcomes"

In the past teachers have been expected to focus on objectives and opportunities for students to learn. The new curriculum puts an emphasis on clearly defined and measurable outcomes (or results) that students are expected to achieve in school. — It defines what they should know, be able to do and value at key stages of their schooling.

Provision for All Students

The Ontario student population has become diverse with students from many social and ethnocultural backgrounds, interests and ability levels. The new curriculum emphasizes the need to respect and accommodate the realities of this diversity in all educational programs. The new curriculum gives us the opportunity to review and revise our present practices and procedures in the Hamilton public school system as they relate to individual student strengths, needs and backgrounds.

Connections between Subjects

Issues in today's world have become more complex and interdependent. The increasing amount of information combined with technological advances force us to learn in new ways. Knowledge and skills from many subject areas are used together to solve every-day problems and to do every-day tasks. To help students make connections in knowledge and skills in different subject areas, the new curriculum focuses on four broad program areas: Language; the

100 MAIN STREET WEST, HAMILTON L8N 3L1 (416) 527-5092

Arts; Math, Science and Technology; and Self and Society.

Shared Responsibility

It is clear that experiences and opportunities for education extend well beyond the walls of the school.

The new curriculum emphasizes the importance of sharing responsibility for planning and education among educators, students, parents, school trustees and business, labour and community organizations.

The increasing amount of information combined with technological advances force us to learn in new ways.

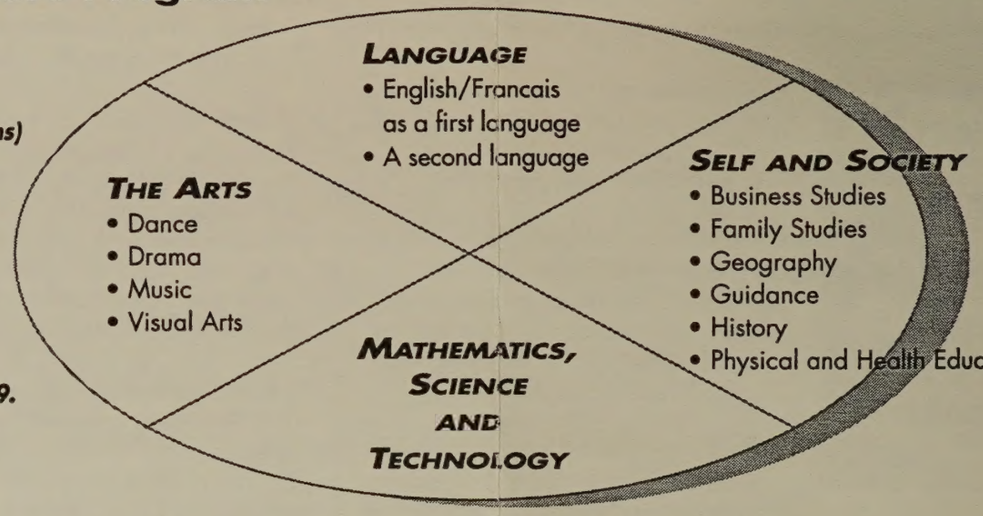
Evaluation of Student Achievement and Reporting to Parents

Assessment of student learning is an essential component of the new curriculum.

- Assessment will be based on clear statements of expected outcomes.
- Assessment will be a continuous and ongoing process involving the student, peers, teachers and parents.
- A variety of assessment methods will be used to evaluate all aspects of student learning
- The results of the assessments will form the basis for reporting student progress to parents.

The Curriculum has Four Core Program Areas

Learning outcomes (expectations) are clearly defined for each of the four core program areas for the end of Grade 3, Grade 6 and Grade 9.



10 Essential Learning Outcomes

Some things are so important that they need to be emphasized by all teachers. The Ministry of Education has identified 10 essential expectations for student learning. Students should be able to:

1. Use language to think, learn and communicate effectively in every subject area
2. Use mathematical knowledge and skills to solve practical problems
3. Use scientific methods to solve problems, and apply scientific perspectives to better understand their world and make responsible decisions
4. Evaluate and use a wide variety of technologies to improve their performance in school – and work–related areas and generally enhance the quality of life
5. Demonstrate an understanding of how history, geography, and cultural forces have shaped the past and the present, and be able to apply this understanding in planning for the future
6. Demonstrate a commitment to peace, social justice and the protection of the environment, at home and globally
7. Work effectively with others, respect human rights, and be responsible citizens
8. Value work and learning of all types and develop relevant, well–prepared plans for entering the work force or continuing their education
9. Apply aesthetic standards to personal life and work
10. Build healthy lifestyles and relationships

Assessment of student learning is an essential component of the new curriculum.

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AGENDA

PROGRAM COMMITTEE

1994 02 03

URBAN M...
MAR - 1994
GOVERNMENT DOCUMENTS

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report on Psychological Profiles of Exceptional Students — Pages 1 to 14; and Revised Page 11

NEW BUSINESS:

1. Report from the Officials re Provincial Grade 12 Writing Test, 1991 – 1992 — Pages 15 to 41

2. Report of the Supervised Alternative Learning for Excused Pupils Committee — Pages 42 to 43

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Response from the Officials to the Presentation re Issues Facing Female Athletes in Hamilton High Schools — Pages 44 to 54

NEW BUSINESS:

1. Westmount Report — Pages 55 to 72
(See Separate Package for Appendices L and M)

2. Report of the Special Education Advisory Committee — Pages 73 to 79

Date: 1994 02 03

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program

Re: Report on Psychological Profiles of Exceptional Students

Report: Information/Decision

Background:

During summer and fall of 1993 members of the Psychological Services Department undertook the following projects:

1) Compare student profiles and placements for students referred with Attention Deficit Hyperactivity Disorder (A.D.H.D.) with those of students referred without Attention Deficit Disorder (A.D.H.D.).

2) Compare the rate and pattern of suspensions of students with Behavioural Exceptionalities with the rates and patterns of suspensions of students with other exceptionalities as well as with non-exceptional students.

3) Compare students with different exceptionalities in relation to secondary school placements and programs.

The data source for the current investigation was the incorporation of the Psychological Services' Database, the Special Education Student Information System and the Adjustment Services' Database.

Psychoeducational Consultants, Joe Trovato, Doreen Vella and Cynthia Wilkinson, under the Direction of Chief Psychologist, Dr. Marie Bountrogianni, were responsible for compiling, analyzing and interpreting the data.

Issue:

To share information with trustees regarding psychological profiles of exceptional students in relation to attention deficit hyperactivity disorder, suspensions and secondary school placements and programs.

Recommendation:

- That the Report on Psychological Profiles of Exceptional Students in Relation to Attention Deficit Disorder, Suspensions and Secondary School Placements and Programs be received for information.
- That the Summary of Recommendations be approved for action.

Rationale:

Outlined in Appendices I, II, III, and IV

I Attention Deficit Hyperactivity Disorder Profiles and Placements
II Suspension Information about Exceptional Students
III Exceptionalities in Relation to Secondary School Placements and Programs
IV Summary of Recommendations

APPENDIX 1

OBJECTIVE 1: ATTENTION DEFICIT HYPERACTIVITY DISORDER (A.D.H.D.) PROFILES AND PLACEMENTS

GLOSSARY:	NE	Non-Exceptional (referred for testing, but not deemed Exceptional)	SC	Self-Contained
	BE	Behavioural Exceptionality	RC	Regular Class
	SLD	Specific Learning Disability	MU	Multiple Exceptionality
	GLD	General Learning Disability		

- A random selection of 125 students with medically diagnosed A.D.H.D. was made from the total population of students referred for psychological assessment over the last four years.
- The sample was composed of 106 males and 19 females (a 6:1 ratio).
- The average of the sample was 8.88 years and the average grade was 3.04. (N.B. The average age in comparison to the average grade of the sample clearly suggests that the sample of A.D.H.D. children is approximately **one year below the expected grade for their age.**)

TABLE 1
Distribution of Exceptionality in Our Sample of 125 A.D.H.D. Children

NE	SLD	BE	GLD	CS	MU
56	34	26	5	2	2
(44%)	(27%)	(21%)	(4%)	(2%)	(2%)

While 41% of all students who have been assessed by Psychological Services are subsequently deemed exceptional (*noted in previous research data*, 1991), a significantly higher proportion of our A.D.H.D. sample (55%) was deemed exceptional.

Changing Special Education Placements:

- While 63% of all students who have been assessed by Psychological Services and subsequently deemed exceptional are placed in self-contained classes (*noted in previous research data*), **a significantly higher proportion of our A.D.H.D. sample (86%) has been placed in self-contained programs.**
- Although less than 1% of all students who have been assessed by Psychological Services and subsequently deemed exceptional change exceptionality within a given period of time, **a significantly higher proportion of our A.D.H.D. sample (12%) go on to be re-identified; a significant portion of these (38%) go on to be re-identified at least one more time after that.**
- Although about 9% of all students who have been assessed by Psychological Services who are subsequently deemed exceptional and placed, change placement, **a significantly higher proportion of our A.D.H.D. sample (14.5%) go on to another placement and a significant portion of those that change placements, go on to at least another (20%).**

Repeating Grades:

- In each of the last four years, on the average, 2.6% of elementary students have repeated a grade in The Hamilton Board of Education. (Research Services)

- Research has shown that A.D.H.D. students tend to show higher rates of repeating grades than their same age peers (e.g., Fischer et al. 1990; Hoy et al. 1978). It has been reported that children with A.D.H.D. are two to three times (up to 35%) more likely than other children to repeat at least once during grade school (Szatmari et al. 1989).

- In our sample , 55 of the 125 (44%) A.D.H.D. children had repeated at least one grade and 11 of these 55 (20%) repeated again. It should be pointed out that A.D.H.D. students are generally referred for learning and/or behaviour problems and, therefore, a higher repeating rate might be expected. It can also be said that A.D.H.D. would, therefore, indicate a significant impact on school performance.

- In our sample of A.D.H.D. students, the proportion (53%) of females (10/19) who repeated at least one grade was significantly greater than the proportion (42%) of males (45/106) who repeated at least one grade.

- The proportion (40%) of females (4/10) who repeated once and repeated again, was significantly greater than the proportion (15%) of males (7/45) who repeated once and repeated again.

TABLE 2
Distribution of Retention in our Sample of 125 A.D.H.D. Children

Grade Repetitions	Number of Students			
	NE	BE	SLD	OTHER
0	31	19	17	3
1	20	6	13	5
2	5	1	4	1
Total	56	26	34	9

As can be seen from the table, 50% of the SLD group has repeated while only 27% of the BE have. This is significant. BE repeated significantly less than the NE (45%) group as well (*as compared to 2.6% of the total population*). There was no difference between the NE and SLD groups.

Suspensions:

TABLE 3
Suspension Rates

		N	# Suspended	Suspension Rate
Elementary		26,073	484	1.9%
Secondary	**- Composite**	12,742	318	2.5%
	- Vocational	973	97	10.0%
	(Total)	(13,715)	(415)	(3.0%)
TOTAL		39,788	899	2.3%

- In our sample of A.D.H.D. students, 30% (37/125) showed evidence of at least one episode of suspension (*as compared to 1.9% of the total population, as seen in Table 3*). Of those who were suspended, 54% (20/37) showed evidence of more than one episode of suspension (Range: 1-6) (*as compared to 30% of the total population*).

- The greatest proportion of students who have histories of suspension come from the BE group, 50% of the sample of BE A.D.H.D. students. This group also represents 55% of the days lost to suspensions.

Medication:

- 56/125 of the A.D.H.D. students were on medication (45%).
- 69/125 of the sample were not medicated (55%).
- In our sample, the proportion (53%) of female A.D.H.D. students (10/19) on medication was significantly higher than the proportion (42%) of male A.D.H.D. students (45/106) on medication.
- In our sample, the proportion (53%) of students not on medication who repeated at least once was higher than the proportion of students (47%) who were medicated; this was also true for second repeats (55% versus 45%).
- In our sample, the number of students not on medication who were suspended (24) was almost twice those suspended who were on medication (13). The number of days lost for students not on medication (187.5) was more than twice (2.3 times) the number of days lost for students on medication (80.0).
- A significantly higher proportion of exceptional students are on medication (57%) as opposed to non-exceptional (30%), but there is no significant difference between BE (54%) and SLD (56%) students on medication.
- The cognitive, academic and behaviour profiles of A.D.H.D. students on or off medication are not significantly different. (*Possible Reason*: Children on medication probably by the nature of the severity of their A.D.H.D. were identified early, put on medication and, therefore, their cognitive, academic and behaviour profiles were stabilized.)

RECOMMENDATION #1:

The A.D.H.D. sample as a group needs to be monitored with respect to their performance in secondary school.

IMPLICATIONS/QUESTIONS:

Is repeating a grade in elementary school effective in improving secondary school performance for A.D.H.D. students?

APPENDIX 2

OBJECTIVE 2: SUSPENSION INFORMATION ABOUT EXCEPTIONAL STUDENTS

GLOSSARY:				
	NE	Non-Exceptional (referred for testing, but not deemed Exceptional)	SC	Self-Contained
	BE	Behavioural Exceptionality	RC	Regular Class
	SLD	Specific Learning Disability	MU	Multiple Exceptionality
	GLD	General Learning Disability		

- An examination of suspension rates was conducted on elementary and secondary students in the 1992/1993 academic year. Information regarding student suspension was obtained from data contained in the Adjustment Services' Database. It is important to note that Adjustment Services only entered data for the students' first seven episodes of suspension. Information regarding students' exceptionalities was obtained from the Special Education Student Information System.

TABLE 1
Number of Students Suspended

		Male	Female	Total
Elementary		409	75	484 (54%)
Secondary	- Composite	252	66	318
	- Vocational	87	10	97
	(Total)	(339)	(76)	(415) (46%)
TOTAL		748	151	899

- Table 1 illustrates the distribution of suspended students by gender and by elementary and/or secondary panels.

- As can be seen in Table 1, the distribution of students suspended is fairly equitable between elementary and secondary school panels. Elementary student suspensions represent 54% of all suspensions during the year under investigation. Secondary suspensions account for 46% of all suspensions for that same year. Males, however, are over represented in the distribution of student suspensions when compared to females (83%:17% or about 5:1, respectively).

TABLE 2
Suspension Rates

		N	# Suspended	Suspension Rate
Elementary		26,073	484	1.9%
Secondary	- Composite	12,742	318	2.5%
	- Vocational	973	97	10.0%
	(Total)	(13,715)	(415)	(3.0%)
TOTAL		39,788	899	2.3%

- Table 2 indicates 2.3% (899/39,788) of the total population of students enrolled in The Hamilton Board of Education for the 1992/1993 academic year received suspensions. While 2.3% of all students in The Hamilton Board of Education are likely to get suspended in any given year (using the 1992/1993 school year illustratively), the proportion of Vocational school students (10%) that get suspended as compared to Composite school students (2.5%) is significantly greater (about four times more likely to get suspended). Secondary students (3%) are 1.6 times more likely to be suspended than elementary students (1.9%).

TABLE 3
Multiple Suspensions

Number of Suspensions	Frequency	Total Suspensions	Cumulative Total
0	38,889	0	0
1	673	673	673
2	145	290	963
3	45	135	1,098
4	20	80	1,178
5	8	40	1,218
6	4	24	1,242
7	4	28	1,270

- As can be seen in Table 3, there were a total of 1,270 suspensions issued during the 1992/1993 academic year.

TABLE 4
Comparison Of Multiple Suspensions
By Elementary/Secondary School Panels

	Frequency of Students Suspended		
	1	2 or More	Total
	n	n	n
Elementary	341	143	484
Secondary - Composite	268	50	318
- Vocational	64	33	97
(Total)	(332)	(83)	(415)
TOTAL	673	226	899

- As can be seen in Table 4, multiple suspensions were seen more often in elementary schools. 63% (143/226) of all students receiving more than one suspension were enrolled in elementary school. There is a difference in the proportion of elementary school and secondary school children receiving multiple suspensions (30% : 20%) and, there is a significant difference in the proportion of Vocational versus Composite students receiving more than one suspension. Students attending Vocational school are over represented in the Vocational versus Composite secondary comparisons by a 2:1 ratio (34% : 16%).

TABLE 5
Mean Suspensions By Gender And Elementary/Secondary Panels

		MALE			FEMALE			TOTAL		
		n	Total Susp.	$\bar{x}$	n	Total Susp.	$\bar{x}$	n	Total Susp.	$\bar{x}$
Elementary		409	614	1.5	75	113	1.5	484	727	1.5
Secondary	- Composite	252	314	1.2	66	82	1.2	318	396	1.2
	- Vocational	87	136	1.6	10	11	1.1	97	147	1.5
	(Total)	(339)	(450)	(1.3)	(76)	(93)	(1.2)	(415)	(543)	(1.3)
TOTAL		748	1,064	1.4	151	206	1.4	899	1,270	1.4

- As can be seen in Table 5, there were a total of 1,270 suspensions issued during the 1992/1993 academic year. This suggests that, on average, each of the 899 students suspended received about 1.4 suspensions. Of the 899 students suspended, about 25% (226) received more than one suspension. 9% (81) of all students suspended received more than two suspensions.

- As can be seen in Table 5, there was no significant difference in the mean number of suspensions received by elementary as opposed to secondary students nor any differences noted in male and female comparisons except in the Vocational stream, where males are receiving an average of about 1.6 suspensions while females are receiving an average of only 1.1.

TABLE 6
Days Lost Due To Suspension

		MALE		FEMALE		TOTAL	
		#	$\bar{x}$	#	$\bar{x}$	#	$\bar{x}$
Elementary		1,989.0	3.2	384.0	3.4	2,373.0	3.3
Secondary	- Composite	1,135.0	3.6	263.0	3.2	1,398.0	3.5
	- Vocational	764.0	5.6	69.5	6.3	833.5	5.7
	(Total)	(1,899.0)	(4.2)	(332.5)	(3.6)	(2,231.5)	(4.1)
TOTAL		3,888.0	3.7	716.5	3.5	4,604.5	3.6

- Table 6 shows that a total of 4,604.5 instructional days were lost due to suspensions. This represents a loss of 3.6 (4,604.5/1,270) days per suspension (range of 1.0 to 20.0 days lost per suspension). On this basis, the total instructional days lost per student suspended was 5.1 days (4,604.5/899; range of 1.0 to 59.6 days).

- When we further analyzed the distribution of days lost per suspension, we found that secondary students lost more days than elementary students due to suspension (4.1 : 3.3).

- There was no significant pattern for gender in terms of days lost due to suspension (females : males = 3.5 : 3.7).

- Where a significant pattern did emerge was in the number of days lost per suspension in the Vocational stream (5.7 days) as compared to the Composite stream (about 3.5 days). Thus, Vocational students who were suspended lost about 1.6 as many days per suspension as their Composite counterparts.

RECOMMENDATION #2:

The discrepancy between Composite and Vocational students' number of days suspended needs to be examined further.

TABLE 7
Number Of Suspensions By Reason

	A	B	C	D	E	F	TOTAL
Elementary - Males	158	9	7	22	76	341	613
- Females	35	5	4	1	19	49	113
(Total)	193	14	11	23	95	390	726
Secondary - Males	89	35	29	11	51	232	447
- Females	22	11	3	1	8	48	93
(Total)	111	46	32	12	59	280	540
TOTAL	304	60	43	35	154	670	1,266

(A) Opposition to Authority
(B) Truancy
(C) Neglect of Duty (Breaking School Rules)
(D) Destruction of School Property
(E) Profane Language
(F) Improper Behaviour (Verbal and/or Physical Aggression)

- As can be seen from Table 7, the most common reason for suspending a child in The Hamilton Board of Education has to do with improper behaviour as it relates to verbal and/or physical aggression (53% or 670/1,266), (*results comparable to The Scarborough Board of Education*). This was true for both elementary and secondary, and for males and females.

- The distribution of suspensions by reason are: 53% for Improper Behaviour (verbal and/or physical aggression), 24% for Opposition to Authority, 12% for Profane Language, 5% for Truancy, 3% for Neglect of Duty (Breaking School Rules) and 3% for Destruction of School Property.

- If number of days is used as a measure of the severity of the suspension, then one would expect that students who were verbally and/or physically aggressive would receive more days of suspension than those who were truant. This was not the case. With the exception of neglect of duty (2.74 days lost on average per suspension), the remainder of the reasons for suspension yielded an average of 3.66 days each. Students who are truant receive almost four days in suspension every time they are suspended.

- There were some findings that would seem to suggest that males and females are treated differently depending on whether they are in the elementary or secondary panel. For example, in the elementary panel, females who are suspended tend to get more days than males for such things as truancy, neglect of duty, destruction of property, and improper behaviour. On the other hand, both males and females seem to be treated equally for the use of profane language.

- In the secondary panel, the reverse is seen (i.e., females receive much less days for such reasons as truancy, destruction of property, use of profane language and improper behaviour). Females in the secondary panel receive more days for neglect of duty and equal treatment with males for opposition to authority.

- Almost 50% of the students who were suspended more than once continued to be suspended a second (49%), third (33%), fourth (50%), fifth (30%), and sixth time (33%) FOR THE SAME REASON. This was true for both elementary and secondary students.

- For students suspended seven times, 60% tended to be suspended for the same reason. (N.B.: Data is only entered up to seven occurrences.)

RECOMMENDATION #3:

The rationale for suspensions in elementary and secondary schools needs to be examined further.

IMPLICATIONS/SUGGESTIONS:

One possible way to respond to the gender difference could be found in standardizing the suspension severity across the various infractions (i.e., opposing authority could yield a two-day suspension on the first occurrence and an additional day for each following occurrence to a maximum of X number of days).

TABLE 8
When Did Suspensions Occur?

September	4%	February	12%	The first half of the year accounts for 45% of the suspensions handed out.
October	10%	March	10%	
November	14%	April	11%	
December	8%	May	14%	The second half of the year accounts for 55% of the suspensions handed out.
January	9%	June	8%	

- As can be seen in Table 8, two months were particularly high for suspensions - November and May. Together, they account for about a third of the suspensions given for the year.

RECOMMENDATION #4:

The reasons for the increased frequency of suspensions in November and May need to be examined.

IMPLICATION:

Understanding the reasons may lead to the development of preventative measures which may reduce the suspension rate.

TABLE 9
Number of Suspended Students By Gender
And Exceptionality In Secondary Schools

	Males	Females	Total
Non-Exceptional	246	57	303
BE	14	0	14
GLD	20	9	29
SLD	46	2	48
Other	6	3	9
EXCEPTIONAL TOTAL	*86*	*14*	*100*
Unknown	7	5	12
TOTAL	339	76	415

- In total, 100 exceptional secondary school students were suspended during the 1992/1993 academic year. These exceptional students account for 24% of the total number of suspended secondary school-aged students. (Table 9)

TABLE 10
Exceptional Pupil Suspension Rates

	N	# Suspended	Suspension Rate
Non-Exceptional	12,315	303	2.5
Exceptional Total	1,388	100	7.0
BE	39	14	36.0
GLD	296	29	10.0
SLD	656	48	7.0
Other	397	9	2.0
Unknown	12	12	

- Exceptional students are close to three times more likely to be suspended than non-exceptional students when enrollment statistics are taken into account. (Table 10)

TABLE 11
Exceptional Students Suspension

Exceptionality	N	Total Suspensions	X Suspensions	Total Days Lost	X Days Lost
BE	14	29	2.1	184	6.3
GLD	29	36	1.2	176.5	4.9
SLD	48	69	1.4	291.5	4.2
Other	9	11	1.2	36	3.3
	(100)	(145)	(1.5)	(688)	(4.7)
Unknown	12	16	1.3	54	3.4
NE	303	382	1.3	1,489.5	3.9

- BE students experienced more severe punishment for their infractions in that on average, they lost significantly more days due to suspension than their exceptional counterparts. (Table 11) They also received more suspensions than other exceptional groups.

- The suspensions cited here only include formal suspensions as outlined in The Education Act.

APPENDIX 3

OBJECTIVE 3: EXCEPTIONALITIES IN RELATION TO SECONDARY SCHOOL PLACEMENTS AND PROGRAMS

GLOSSARY:				
	NE	Non-Exceptional (referred for testing, but not deemed Exceptional)	SC	Self-Contained
	BE	Behavioural Exceptionality	RC	Regular Class
	SLD	Specific Learning Disability	MU	Multiple Exceptionality
	GLD	General Learning Disability		

- A sample of 526 records of students seen by Psychological Services staff was included in this analysis. These students were born between 1973 and 1977, and 180 were deemed exceptional and 346 were not deemed exceptional.

TABLE 1
Exceptionality and Composite Versus Vocational Placement

	NE (N=346)	BE (N=17)	SLD (N=127)	GLD (N=36)
Composite	80.1%	41.2%	82.7%	41.7%
Vocational	19.9%	58.8%	17.3%	58.3%

- There was a disproportionally large percentage of BE students in Vocational schools as compared with NE and SLD students, considering that BE students are of Average ability. (Table 1)

TABLE 2
Exceptionality and Level of Credits

Level of Credits	NE	BE	SLD	GLD
Basic	26.1%	60.2%	22.9%	73.1%
General	49.0%	36.2%	55.1%	22.3%
Advanced	19.1%	3.7%	14.1%	1.6%
Other	5.2%	0	7.0%	3.0%

- GLD and BE students took a significantly smaller percentage of General and Advanced level courses and a significantly larger percentage of Basic level courses than NE and SLD students as is shown in Table 2.

- GLD and BE students did not differ significantly in the percentage of courses taken at different levels in spite of the fact that BE students were assessed to be functioning at a higher level intellectually than GLD students. NE and SLD students did not differ in the percentage of courses taken at the Basic and General levels. NE students, however, took significantly higher percentages of Advanced courses than SLD students. This is probably because SLD students, as a group, were experiencing more severe learning problems than NE students. (Table 2)

TABLE 3
Exceptionality and Type of Placement

Placements	NE	BE	SLD	GLD
In School	76.6%	58.8%	71.7%	72.2%
Graduated	8.1%	5.9%	12.6%	8.3%
Continue In School	3.5%	5.9%	7.1%	2.8%
University	0.3%		1.6%	
College	2.3%		2.4%	
Work	2.0%		1.6%	5.6%
Drop-out	15.3%	35.3%	15.7%	19.4%

- The drop-out rates of the NE, SLD and GLD groups were slightly higher than the average Hamilton rate of 12%. (Table 3)

- The type of secondary school attended also seemed to affect outcome significantly. Within our sample, proportionally more students graduated from Composite schools (11.3%) than from Vocational schools (1.6%); while proportionally more students dropped out from Vocational schools (26.2%) than from Composite secondary schools (13.3%). As there were proportionally more BE and GLD students enrolled in Vocational schools, the high drop-out rate ties in with the exceptionality as well. (Table 3)

TABLE 4
Special Education Placement and Level of Credits

Level of Credits	NE (N=346)	Exceptional Regular Class (N=100)	Exceptional Self-Contained Class (N=72)
Basic	26.1%	30.8%	47.6%
General	49.0%	47.8%	39.7%
Advanced	19.4%	16.9%	5.7%
Other	5.2%	4.2%	6.4%

- The achievement test scores of students tested in elementary (and are now in secondary) did not differ significantly between exceptional students placed in regular classes or in self-contained classes.

- The level of credits obtained by NE, Exceptional Regular Class and Exceptional Self-Contained Class students, however, showed a different pattern. (Table 4)

- The percentage of Basic and Advanced level credits obtained by NE and Exceptional Regular Class students differed significantly from Exceptional Self-Contained Class students, but the level of credits obtained by NE and Exceptional Regular Class students was not significantly different. All three groups took similar proportions of General level credits. Therefore, students in regular classes, whether they were deemed exceptional or not, were successful in courses of similar levels while students placed in self-contained classes achieved proportionally more lower level courses than students in regular classes. The three groups, however, did not differ in their outcome (i.e., graduate and drop-out rate) which may suggest that the support given to exceptional students enabled them to succeed in secondary school as their non-exceptional peers.

- The lack of differentiation academically between students placed in the regular classroom and those placed in self-contained placements in previous years prompted interest in an analysis of students' profiles presently placed in self-contained versus regular classrooms.
- Presently, students with General Learning Disabilities in self-contained classrooms are functioning significantly lower cognitively than students with General Learning Disabilities in regular classrooms.

- Students with Specific Learning Disabilities in self-contained classrooms are functioning significantly lower academically than students with Specific Learning Disabilities in regular classrooms. As well, students with Specific Learning Disabilities in self-contained classrooms are significantly more distractible and have more severe learning disabilities than those in regular classrooms.

- Students with Specific Learning Disabilities in self-contained classes showed more significantly disturbed behavioural profiles.

- Students with Behavioural Exceptionalities, however, do not show differentiated profiles, regardless of placement.

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APPENDIX 4

SUMMARY OF RECOMMENDATIONS

- **RECOMMENDATION #1:**

  The A.D.H.D. sample as a group needs to be monitored with respect to their performance in secondary school.

  IMPLICATIONS/QUESTIONS:

  Is repeating a grade in elementary school effective in improving secondary school performance for A.D.H.D. students?

- **RECOMMENDATION #2:**

  The discrepancy between Composite and Vocational students' number of days suspended needs to be examined further.

- **RECOMMENDATION #3:**

  The rationale for suspensions in elementary and secondary schools needs to be examined further.

  IMPLICATIONS/SUGGESTIONS:

  One possible way to respond to the gender difference could be found in standardizing the suspension severity across the various infractions (i.e., opposing authority could yield a two-day suspension on the first occurrence and an additional day for each following occurrence to a maximum of X number of days).

- **RECOMMENDATION #4:**

  The reasons for the increased frequency of suspensions in November and May need to be examined.

  IMPLICATION:

  Understanding the reasons may lead to the development of preventative measures which may reduce the suspension rate.

******

Date: 1994 02 03

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: **Report on the Provincial Grade 12 Writing Test, 1991-2**

Report: Information/Decision

Background

Provincial reviews are designed to provide accountability at the school, board and provincial levels. They are based on Ministry of Education curriculum guidelines, and are a means of gathering information about program implementation and student achievement. The main purposes of provincial reviews are:

- to determine the effectiveness of curricula, and to determine the levels of student achievement
- to provide educators with information that may be used to make decisions for modifying and improving programs, and for improving levels of student achievement
- to establish baseline data on program effectiveness and student achievement, against which information generated by future reviews can be compared, in order to determine progress
- to provide instruments and procedures that can be used by school boards.

The ***Provincial Review of Writing in Grade 12 English*** at the advanced, general and basic levels was conducted in the 1991-1992 school year. A provincial sample consisting of 100 English - language schools was randomly selected so that all regions of the province were represented. Teachers and students in grade 12 English programs at all levels participated in the review. The grade 12 English teachers and students in night schools also participated.

As part of the provincial review, 61 school boards including the Hamilton Board chose to conduct their own local reviews, using the instruments created for the provincial review. In choosing to conduct a board review, the board made a commitment to interpret the results, and to develop a report and an action plan for the system to be forwarded to the Ministry.

All Hamilton secondary composite, vocational and alter-ed day schools, with the exception of G.P. Vanier, plus all night schools offering grade 12 English in 1991-92, participated in ***The Review***.

The Review was designed to gather data on 4 aspects of the grade 12 writing program – context of program delivery, implemented curriculum, intended curriculum, and achieved curriculum.

Information was gathered from principals, department heads, teachers, and students. Students were required to submit a ***best piece of writing*** which they chose from their portfolios, and an ***assigned writing task*** in one of four modes – narrative, expressive, explanatory, or persuasive.

Issues

- to share the Provincial and Hamilton test results with trustees
- to recommend a System action plan in response to the results.

Recommendation

- that ***The Report on the Provincial Grade 12 Writing Test, 1991-2***, be received for information
- that ***The System Action Plan*** **in Appendix E** be approved for implementation, and a copy forwarded to the Ministry of Education
- that a status report on ***The System Action Plan*** be presented to the Program Committee in June 1995.

Rationale

The System Action Plan is based on the Hamilton results in ***The Provincial Grade 12 Writing Test***. In choosing to participate in a full system review, the Board made a commitment to develop an action plan, and to forward a copy to the Ministry of Education.

Appendices

A. Summary of the *Review* Results
B. Interpretation of the *Review* Data
C. Demographics for the *Review*
D. Data from the *Review*
E. Proposed Action Plan

Prepared by: Bill Manson, Coordinator of English and Drama

Appendix A:

Summary of Results on the Provincial Grade 12 Writing Test, 1991-2

A1. Provincial Expectations

A2. Hamilton Results

A3. Hamilton Ratings

Appendix A

Summary of Results on the Provincial Grade 12 Writing Test, 1991-2 (also see Appendix D)

A1. Provincial Expectations and Standards

The Ministry expected that on a 6-level standard scale:

- in the **advanced** level program **80%** of the students will write at **level 4** or better
- in the **general** level program **75%** of the students will write at **level 3** or better
- in the **basic** level program **80%** of the students will write at **level 2** or better.

A2. Hamilton Results

- In the **advanced** level program **64%** of the students' writing was assessed at level 4 or better in day schools, and **53%** in night schools.
- In the **general** level program **67%** of the students' writing was assessed at level 3 or better in day schools, and **69%** in night schools.
- In the **basic** level program **80%** of the students' writing was assessed at level 2 or better in the day schools. There were no basic level programs in the night schools.

A3. Hamilton Ratings

The provincial interpretation panel used a 5-point rating scale for evaluating the provincial results. The panel did not apply a rating to local school-board results.

superior	this rating represents **outstanding student performance**, and indicates **definite strengths** in students' writing skills.
strong:	this rating represents **strong student performance**, and indicates **some strengths** in students' writing skills.
satisfactory:	this rating represents **acceptable student performance** and indicates that students' writing skills are **adequate**.
marginal:	this rating represents student performance that is **slightly less than satisfactory**, and indicates **some deficiencies** in students' writing skills.
weak:	this rating represents student performance that is **definitely unsatisfactory**, and indicates **major weaknesses** in students' writing skills.

A summary interpretation of the Provincial and Hamilton ratings appears on the next page. Please see **Appendices B** and **D** for detailed analyses.

PROVINCIAL RATING	HAMILTON RATING
Advanced Level Program Results: Day Schools – 68% at level 4 or better Night Schools – 50% at level 4 or better Expectation – 80% at level 4 or better The results were considerably higher for day-school students than for night-school students. The panel rated the results for day-school students as ***marginal***, and the results for night-school students as ***weak***. These ratings were applied to the results for the *assigned task* and *best piece* considered together. The results for the *best piece* were slightly higher than for those for the *assigned task* presented. This would be expected because students selected their best piece of writing from those pieces that they had done for the course. The fact that the difference between the results for the *best piece* and *assigned task* were not large indicates that the assigned task does reflect the overall quality of writing that students do. Student motivation and the limited time for writing may have contributed somewhat to the differences in the results for the *assigned task* and *best piece*.	**Advanced Level Program Results:** Day Schools – 64% at level 4 or better Night Schools – 53% at level 4 or better Expectation – 80% at level 4 or better The results were higher for day-school students than for night-school students. The results for day-school students would be rated as ***marginal to weak***, and the results for night-school students would be rated as ***weak***. These ratings are applied to the results for the *assigned task* and *best piece* considered together. The results for the *best piece* were considerably higher than for those for the *assigned task* presented. This would be expected because students selected their best piece of writing from those pieces that they had done for the course. The fact that the differences between the results for the *best piece* and *assigned task* were relatively great would indicate that the *assigned task* does not necessarily reflect the overall quality of the writing that students can do. Student motivation and the limited time for writing may have contributed to the differences in the results for the *assigned task* and *best piece*.
General Level Program Results: Day Schools – 69% at level 3 or better Night Schools – 71% at level 3 or better Expectation – 75% at level 3 or better The results for night-school students were slightly better than those for day-school students. The interpretation panel rated the results as ***satisfactory*** for both day-schools and night-schools. These ratings were applied to the results for the *assigned task* and *best piece* considered together.	**General Level Program Results:** Day Schools – 67% at level 3 or better Night Schools – 69% at level 3 or better Expectation – 75% at level 3 or better The results for night-school students were slightly better than those for day school students. The results would be rated as ***marginal to satisfactory*** for both day-schools and night-schools. These ratings are applied to the results for the *assigned task* and *best piece* considered together.
Basic Level Program Results: Day Schools – 78% at level 2 or better Expectation – 80% at level 2 or better The interpretation panel rated the results as ***satisfactory***. This rating was applied to the results for the *assigned task* and the *best piece* considered together. The results for the *best piece* are slightly better than those for the *assigned task* for students in the basic program.	**Basic Level Program Results:** Day Schools – 80% at level 2 or better Expectation – 80% at level 2 or better The results would be rated as ***satisfactory to strong***. This rating is applied to the results for the *assigned task* and the *best piece* considered together. The results for the *best piece* are considerably better than those for the *assigned task*. Student motivation and the limited time for writing may have contributed to the differences in the results for the *assigned task* and *best piece*.

NB The weaker rating for the advanced program reflects the higher expectations set for students in this program rather than a lower level of achievement in writing. In fact, the quality of writing produced by students at advanced level was higher than that at general and basic levels both locally and provincially.

Appendix B:

Interpretation of the Review Data on the Provincial Grade 12 Writing Test, 1991-2

B1. Preamble

B2. Considerations in Interpreting the Data

- Provincial Interpretation of the Data
- Interpreting Provincial Standards and Ratings
- Interpreting Hamilton Day School Results
- Interpreting Hamilton Demographics
  - student
  - teacher
- The Intended Curriculum in Hamilton
- The Delivered Curricula in Hamilton
- E.S.L. Results in Hamilton
- Other Hamilton Results
- Provincial Results Not Available Specifically for Hamilton Schools

Appendix B: Interpretation of *The Review* Data

1 Preamble

In interpreting the data 4 factors were considered:

- the validity of the Ministry review instruments and process
- the writing abilities of the students
- the intended curriculum
- the delivered curricula.

2 Considerations in Interpreting the Data

2.1 Provincial Interpretation of the Data

The Review has provided an opportunity using "the same playing-field" to assess the performance levels of all grade 12 writers in Hamilton, and to rate their performance against provincial standards and the performance of students across the province . However, in interpreting these data quantitatively, some qualitative considerations must be considered.

2.1.1 Intended and Delivered Programs

The data provided by ***The Review*** do little to help assess program and instructional strengths, nor do they provide direction to assist in remediation or improvement in these areas. Schools will have to undertake these analyses in response to their own individual results.

2.1.2 Provincial Expectations

The provincial interpretation panel made subjective judgements about how many students **should** be at acceptable levels or above. The expectation for students in advanced level programs was 80 percent at level 4 or above, in general level programs was 75 percent at level 3 or above, and in basic level programs was 80% at level 2 or better. Their rating system indicated *weak, marginal, satisfactory, strong* and *superior* writing. The score of 68 percent for those at advanced level provincially received a rating of *marginal,* while the scores of 78 percent for basic and 71 percent for general rated *satisfactory*. Since *satisfactory* indicates that students are performing at acceptable levels, this leaves little room for improvement beyond that level, and much more room to perform at *weak* or *marginal* levels.

2.1.3 Provincial Review Process

The assessment and evaluation processes employed by the Ministry appears to have been "an evolving plan", which was unnecessarily complex. The Ministry data provide no explicit links between the initial 6-point assessment scale and the 5 - category evaluation schema of the interpretation panel used in ***The Provincial Report***. Not being party to the deliberations of the panel, it is therefore difficult for local boards to use the 5 categories to interpret and evaluate their own data. This may be done by extrapolating the provincial data and category ratings to our own data, but a provincial rating for each Board would have been desireable. The provincial review process is summarized below:

The two pieces of writing, ***assigned task*** and ***best piece*** (chosen by the student), were scored using a six-point holistic assessment scale created by a group of teachers working with the English guidelines and using student writing done during a pilot phase of the review. A small group of teachers was trained to apply the scales, and these teachers led groups of 10-15 teachers in scoring the writing. The common six-point scale was used to evaluate the four modes of writing for the ***assigned task*** and the variety of forms submitted for the ***best piece***.

As well, a sub-sample at the provincial level was scored analytically to examine four specific features of writing: *controlling idea development, voice/audience, language/style,* and *conventions of language.* Four levels of achievement were identified for this analytic scale. This scoring was **not** used as part of the Ministry data in its report on individual system results.

The marking and evaluation of students' work was followed by an interpretation of the results. A twenty-member interpretation panel representing various regions of the province and including teachers, parents, school trustees and administrators, and representatives from universities and colleges, and business and labour read samples of student writing at each level. They then decided what level of writing was acceptable for students in each of the three programs. They also set desirable levels. Once they had established the acceptable and desirable levels, they decided what percentage of the students **should** be writing at those levels (or above) in each of the programs.

After establishing these expectations, the interpretation panel reviewed the actual results of students across the province and rated these results according to the following five categories ***superior, strong, satisfactory, marginal,*** and ***weak***. The panel's ratings reflected the extent to which the quality of students' writing met their expectations.

Although the interpretation panel used this process to rate the provincial results, they did not provide the explicit links among the six-point standards scale, their expectations for students in each level and their five-point rating scale. This omission makes the application of the provincial rating scale to local school-board results somewhat tenuous.

2.4 Interpreting Hamilton Demographics

2.4.1 Student Demographics

At the time of *The Review*, *OSIS* indicated that

- **advanced level courses** should focus on the development of academic skills and prepare students for entry to university or to certain programs of the colleges of applied arts and technology
- **general level courses** should be considered as appropriate preparation for employment, careers, or further education in certain programs in the colleges of applied arts and technology and other non-degree-granting post secondary educational institutions
- **basic level courses** are designed to focus on the development of personal skills, social understanding, self-confidence, and preparation for the world of work.

62% of the Hamilton students writing the test were registered in grade 12 advanced level English programs. Given the academic and demanding nature of advanced level English as reflected in the Ministry guidelines, in *OSIS* and in *The Review* standards themselves, this figure is significant, and confirms that there has been a noticeable increase in advanced level course selection since the implementation of *OSIS* in 1984. Much of the pressure has come from external forces such as community colleges that are demanding advanced level English standing for entry into many of their programs.

28% of our grade 12 students registered in both general and advanced level programs indicated that they worked at a part-time job between 11 and 20 hours per week, while about 44% in both groups indicated they spent less than 2 hours per week engaged in English homework which involved writing. The writing process when effectively implemented is time-demanding, and especially at the advanced level requires significant work outside the classroom.

It is not surprising that in most cases students' *best pieces* were rated superior to their *assigned tasks*, given the greater opportunity to revise, edit and polish the *best piece*. As well, the *best pieces* were more likely to reflect the students' personal interests, particularly where the students chose their topics for the *best piece*. A more thoughtful evaluation might have recognized that students will score higher on *best* than *assigned*, but the criteria did not reflect this. This suggests that the panel's expectations were designed to be goals to work toward, rather than expectations of current performance.

The weaker rating for the advanced program reflects the higher expectations set for students in this program rather than a lower level of achievement in writing. In fact, the quality of writing produced by students at the advanced level was higher than that of general and basic levels.

2.4.2 Teacher Demographics

76% of teachers teaching senior writing had a B.A. in English, 58% indicated they had more than 15 years experience in English teaching, while only 57% felt **"very confident"** in teaching writing. This may indicate a need for ongoing staff development.

2.5 The Intended Curriculum in Hamilton

Although there was extensive teacher in-service offered in process-writing in the 1980's, there were no System-wide courses or standards for writing at the grade 12 level in place at the time of *The Review*.

At the time of *The Review*, Hamilton writing programs were school-based. The provincial guideline suggested that one-third of classroom time should be devoted to writing activities and to the development of a mandated writing folder. Intensive System in-service in the writing process was held between 1984 and 1988 for grades K-OAC. This in-service was primarily outside regular school hours, and attendance was voluntary on the part of teachers.

2.6 Delivered Curricula in Hamilton

Given the emphasis which our society has traditionally placed on writing as a reflection of literacy, and our System on using writing as a means of summative testing across the curriculum, it is significant that only 33% of our secondary schools considered writing to be an activity extremely **"central"** to the life of the school.

The data indicate that grade 12 Hamilton English teachers placed significant emphasis on using writing as a means of answering teacher-assigned questions, and relatively little emphasis on personal and creative writing. Writing for media, narrative writing, personal writing and jobs-related writing were all ranked low in importance by teachers. This data may indicate a high degree of teacher-centredness in the delivered curriclum, and may reflect strong pressures exerted on the curriculum by post-secondary institutions.

The data also indicate that Hamilton teachers and students differed on the value of student-teacher conferencing as a means of improving writing. Relatively few students saw this strategy to be of any significant value, relying more heavily on teachers' written comments. Teachers felt that self and peer-evaluation were not very helpful as evaluative processes. Research in the writing process does, however, emphasize these as being significant factors in both cognitive and metacognitive learning. Again, this data may indicate teacher-centredness in the delivered curriculum.

2.7 Hamilton E.S.L. Results

In the advanced and general program, students for whom English was a second language (ESL) achieved generally lower results than non-ESL students. These data are also true provincially. It is important when considering these results to realize that it takes five to seven years for students studying a second language to become competent in that language.

2.8 Other Hamilton Results

- Most students at all levels reported that they enjoyed writing to some extent, were reasonably confident about their writing ability, and felt that being able to write well was important for their future careers.

- Most teachers reported that the writing process was used in their classrooms, and that they taught grammar as part of their instruction in writing.

- The computer was used infrequently for writing in Grade 12 English classes. Availability and teacher - training appear to be the major factors for these data.

2.9 Provincial Results Not Available Specifically for Hamilton Schools

The following are interpretations made provincially by the interpretation panel based on a provincial sampling. No Hamilton data was provided. The comments, therefore, reflect and include Hamilton students and programs.

- The correct use of language (spelling, punctuation, and grammar) was rated as ***satisfactory*** or better for all programs, except night school advanced.

- Results for persuasive writing (stating and defending an opinion) received the most positive rating. Explanatory writing, such as writing reports, received the least positive rating.

Appendix C:

Hamilton Demographics for The Provincial Grade 12 Writing Test, 1991-2

C.1 Respondents

C.2 Teacher Profiles

C.3 Student Profiles

Appendix C: Hamilton Demographics for *The Review*

1 Review Instruments and Number of Hamilton Respondents Involved

Instrument	*Number of respondents*
Principal/Department Head Questionnaire	16
Teacher Questionnaire	63
Student Questionnaire (Advanced Level)	1335
Student Questionnaire (General Level)	791
Student Questionnaire (Basic Level)	71
Assigned Writing Task (Advanced Level)	1330
Assigned Writing Task (General Level)	752
Assigned Writing Task (Basic Level)	63
Assigned Writing Task Checklist (Advanced Level)	1254
Assigned Writing Task Checklist (General Level)	709
Assigned Writing Task Checklist (Basic Level)	61
Best Piece of Writing (Advanced Level)	1250
Best Piece of Writing (General Level)	724
Best Piece of Writing (Basic Level)	64
Best Piece of Writing Checklist (Advanced Level)	1260
Best Piece of Writing Checklist (General Level)	700
Best Piece of Writing Checklist (Basic Level)	62

2. Hamilton Teacher Profile in 1991

In 1991-92 among those teachers teaching grade 12 English:

- 96% indicated they preferred teaching English to other subjects
- 76% indicated they had a B.A. in English
- 73% indicated they had additional teaching qualifications in English
- 13% indicated they had a post-graduate degree in English
- 58% indicated they have more than 15 years English teaching experience
- 41% indicated they had received a fair amount of in-service in teaching writing
- 32% indicated they had received a fair amount of in-service in teaching evaluating writing
- 16% indicated they had received a fair amount of in-service in using computers in the classroom
- 56% indicated that they were very confident in determining writing needs
- 55% indicated that they were very confident in helping students improve their writing
- 59% indicated that they were very confident in evaluating student writing.

3. Hamilton Student Profile in 1991

In 1991-92 in grade 12 English:

- 2 % of students were registered in **basic** level English
- 37% of students were registered in **general** level English
- 62% of students were registered in **advanced** level English
- 4 % of students were registered in **ESL** programs
- 2 % of students were **IPRC** gifted
- 3 % of students were **IPRC** learning disabled.

Number of hours per week students indicated they spent working at a part-time job in 1991.

# HOURS	PERCENTAGE OF STUDENTS IN EACH PROGRAM		
	ADVANCED PR.	GENERAL PR.	BASIC PR.
0	**38%**	**41%**	**69%**
1-10	25%	18%	18%
11-20	28%	28%	6%
21-30	7%	10%	4%
30+	2%	3%	1%

Number of hours per week students indicated they spent on English homework which involved writing in 1991.

# HOURS	PERCENTAGE OF STUDENTS IN EACH PROGRAM		
	ADVANCED PR.	GENERAL PR.	BASIC PR.
0	8%	18%	**46%**
Less than 2	**41%**	**47%**	31%
2-3	35%	20%	14%
4-5	11%	9%	7%
5+	5%	7%	1%

Appendix D:

Data from The Provincial Grade 12 Writing Test, 1991-2

D.1 Provincial Assessment Criteria

- Holistic Assessment Scales
- Assigned Tasks
- Indicator Scales
- Acceptable Levels of Achievement

D.2 Hamilton Data

- Day School Results
- Night School Results
- Summary Results
- Other Data
  - writing as a school focus
  - writing for a purpose
  - evaluation

Appendix D: Data

1 Provincial Assessment Criteria

1.1 Holistic Assessment Scales

A six point holistic assessment scale was employed in *The Review*.

Level 6

The overall impression of writing at this level is that it demonstrates a sophisticated command of the elements of writing. All elements of writing work together to convey a distinctive perspective and impression.

Possible Characteristics

- The controlling idea and its development demonstrate insight and maturity, and a creative command of the mode.
- Organization is clear and forceful.
- The writer's voice is distinctive and the sense of audience secure.
- The syntax, use of rhetorical devices, and the conventions of language all reinforce the meaning.
- The overall style adds an element of artistry to the effect.

Level 5

The overall impression of writing at this level is that it demonstrates a secure command of the elements of writing. Generally the writing is integrated and the elements reinforce each other to create a meaningful whole.

Possible Characteristics

- The controlling idea and its development demonstrate maturity and forcefulness.
- The writer has a clear sense of the conventions of the mode and of audience, and anticipates the reader's need for sufficient detail and a clear and focused organization.
- The writer's voice is sincere, but the writer may not be fully engaged in the topic.
- A firm grasp of the conventions of written language is evident.
- Any occasional slips in control or form are not enough to distract the reader.

Level 4

The overall impression of writing at this level is that it demonstrates a command of the elements of writing, but they are not fully integrated. Generally the writing exhibits solid communication, but does not come together as a secure whole.

Possible Characteristics:

- A controlling idea is clearly evident and the writer demonstrates a sense of commitment.
- The writer has a general grasp of the conventions of the mode as well as organization and structure.
- The writer is aware of audience and provides some direction for the reader.
- Expression, though reasonably clear, may be mundane.
- Occasional problems with the elements of writing, particularly the conventions of language, may occur, but they do not unduly interfere with meaning or distract the reader.

Level 3

The overall impression of writing at this level is that it demonstrates both strengths and weaknesses in the fundamental elements of writing. However, the strengths outweigh the weaknesses and the writer's meaning is generally clear.

Possible Characteristics:

- A controlling idea is evident and the piece has some sense of direction and development.
- The writing displays the fundamental principle of organization; that is, the reader is able to discern a beginning, middle, and end.
- The writer's sense of audience may be weak or lacking.
- The application of the conventions of the mode and/or the conventions of written language may at times interfere with the reader's understanding of the ideas.

Level 2

The overall impression of the writing at this level is that it demonstrates an elementary grasp of the essential elements of writing. Generally, communication occurs, but lack of command of one or more of these elements seriously affects the reader's response.

Possible Characteristics:

- There is a controlling idea which either conveys simple meaning or a more complex meaning not clearly expressed, but the piece may not continually be governed or shaped by it.
- Adherence to the conventions of mode is not secure and organization is flawed.
- The writer's voice may not be apparent or may be inconsistent, resulting in writing that is uneven or unclear.
- Consistent and frequent misapplications of the conventions of language persistently interfere with the reader's understanding of the ideas, but do not prevent it.

Level 1

The overall impression of writing at this level is that it demonstrates an awareness of some of the essential elements of writing. However, communication is either fragmented or prevented.

Possible Characteristics:

- The piece lacks a controlling idea or purpose. This results in writing that has little or no meaning.
- There is scant evidence of organization; instead the writer makes a series of random points that may or may not be related.
- The writer is indifferent to the mode of writing and to the needs of the reader.
- The writing shows minimal control of the conventions of language, making the text quite difficult to read.

Note: Writing which was illegible, or was of insufficient length to be able to assess with any accuracy, or which exhibited any other problem that made it impossible to assess was given a 0. Many compositions in this category were copied directly from the provincial resource materials.

1.2 Assigned Writing Tasks

Writing in the Persuasive Mode

Take a position on some environmental issue and using a combination of persuasive techniques and carefully reasoned argument, convince your audience of your position.

You may wish to write one of the following:

- an editorial
- a letter to the editor
- an essay
- a speech to some interested group
- an article
- a letter of application for a job related to the environment

Writing in the Explanatory Mode

Explain an issue or a problem related to the environment. The issue or problem may be local, national, or global. After you have explained the issue or problem, describe the action that is being taken to deal with it to someone who may be uninformed or not very well informed about the problem.

You may wish to write one of the following:

- a report
- a speech
- a letter
- an article

Writing in the Expressive Mode

Express your personal thoughts, feelings, and reflections about an environmental issue that concerns you.

You may wish to write one of the following:

- a letter to a friend
- an imaginative dialogue between you and another person or other persons; for example, between you and the writer of an article or between you and a character or characters in a piece of literature
- an extended personal reflection in the form of a journal entry written for publication
- an original poem

Writing in the Narrative Mode

Write a narrative, either real or imaginary, that has the environment as a focus and that is meant to entertain and/or inform your audience.

You may wish to write one of the following:

- an original story, dialogue, or script
- an extension of a story
- an account of a personal experience you have had
- an anecdote or an account of an incident, either real or imaginary

1.3 Indicator Scales

Analytic four-point scales were developed to examine four specific features of writing: controlling idea and development, voice/audience, language/style, and conventions of language. For controlling idea and development, separate scales were developed for the four modes of writing because of the very different requirements of each mode. For each of the other three features of writing, a common scale was applied to the four modes of writing. The scales are presented below.

Controlling Idea and Development

Persuasive

Level 4 The controlling idea and its development demonstrate maturity and insight and a secure command of the conventions of the persuasive mode. A position is clearly and strongly stated, persuasive techniques are effectively used, and a carefully reasoned argument along with supporting details is convincingly developed.

Level 3 The controlling idea and its development are clearly evident and the writing demonstrates a control of the conventions of the persuasive mode. A position is stated, some persuasive techniques are effectively used, and a reasoned argument along with supporting details is developed.

Level 2 The controlling idea and its development are generally evident and the writing demonstrates an awareness of some of the conventions of the persuasive mode. A position is stated, some persuasive techniques are used, but may not be particularly effective, and an argument along with supporting details is developed to some extent.

Level 1 The controlling idea and its development are only weakly evident or non-existent and the writing demonstrates an awareness of few of the conventions of the persuasive mode. A position may be discernible, but unclear; some persuasive techniques may be attempted but are ineffective; and the argument and any supporting details are not developed to any degree.

Explanatory

Level 4 The controlling idea and its development demonstrate insight and maturity and a secure command of the conventions of the explanatory mode. Effective sequencing of information and concepts, and supporting details provides a thorough and clear explanation of the situation or issue, along with a clear and precise description of the action to be taken.

Level 3 The controlling idea and its development are clearly evident and the writing demonstrates a control of the conventions of the explanatory mode. Sequencing of information and concepts is clear, supporting details help develop the explanation of the situation or issue, and there is a description of the action to be taken.

Level 2 The controlling idea and its development are generally evident and the writing demonstrates an awareness of some of the conventions of the explanatory mode. Sequencing of information and concepts, employment of supporting details to develop the explanation of the situation or issue, and an indication of the action to be taken are all evident to some extent. but may not be particularly effective.

Level 1 The controlling idea and its development are only weakly evident or non-existent and the writing demonstrates an awareness of few of the conventions of the explanatory mode. One or more of the sequencing of information and concepts, employment of supporting details to develop the explanation, and an indication of te action to be taken may be weak or not evident.

Convention of Language

Level 4 The writing demonstrates an awareness of most of conventions of language. Any errors in spelling, grammar, sentence structure, paragraphing, punctuation, and usage are minor and do not interfere with the clarity and effectiveness of the communication.

Level 3 The writing demonstrates a secure command of conventions of language, but errors in spelling, grammar, sentence structure, paragraphing, punctuation, and usage occasionally distract the reader from the clarity and effectiveness of the communication.

Level 2 The writing demonstrates a secure command of conventions of language, but it contains errors in spelling, grammar, sentence structure, paragraphing, punctuation, and usage that at times interfere with the clarity and effectiveness of communication.

Level 1 The writing demonstrates a limited awareness of some of the conventions of language, but frequent and obvious errors in spelling, grammar, sentence structure, paragraphing, punctuation, and usage seriously interfere with or obstruct the clarity of the communication.

Language/Style

Level 4 The writing demonstrates a mature and forceful command of language and style. Vocabulary and structure are effectively used with the content, the mode, and the intended audience in mind. This reinforces the communication. Rhetorical devices, when appropriate, are also used effectively.

Level 3 The writing demonstrates an awareness of language and style. Vocabulary and structure are appropriate to the content, the mode, and the intended audience. Rhetorical devices, when appropriate, are also used to some effect.

Level 2 The writing demonstrates command of language and style. Vocabulary and structure are generally, but not consistently, appropriate to the content, the mode, and the intended audience. Rhetorical devices may be in evidence but are not always effectively or appropriately used.

Level 1 The writing demonstrates a limited awareness of language and style. Vocabulary and structure are elementary, and often inappropriate to the content, the mode, and the intended audience. Rhetorical devices are not in evidence.

Voice/Audience

Level 4 The writer establishes and sustains a distinct, confident, and clear voice that is appropriate to the mode. The voice creates an appropriate tone/mood that establishes and sustains and enhances a relationship with the reader/audience.

Level 3 The writer establishes and sustains a voice that is appropriate to the mode. The voice creates an appropriate tone/mood that sustains and enhances a relationship with the reader/audience.

Level 2 The writer establishes a voice that is generally appropriate to the mode of writing, but it may not be clear or consistently sustained throughout. This may create an uneven tone/mood that does not consistently sustain a relationship with the reader/audience.

Level 1 The writer fails to establish a voice or develops a voice that is inappropriate to the mode of writing. The tone/mode created is weak or inconsistent with the writer's purpose and there is little, if any, relationship established with the reader/audience. The writer is indifferent to the needs of the reader/audience.

Narrative

Level 4 The controlling idea and its development demonstrate insight and maturity and a secure command of the conventions of the narrative mode. A strong focus and effective sequencing of events and use of supporting details create a thorough, clear, and engaging account.

Level 3 The controlling idea and its development are clearly evident and the writing demonstrates a control of the conventions of the narrative mode. The focus and sequencing of events and use of supporting details create a clear and interesting account.

Level 2 The controlling idea and its development are generally evident and the writing demonstrates an awareness of the conventions of the narrative mode. The focus and sequencing of events and use of supporting details are evident to some degree and generate some interest.

Level 1 The controlling idea and its development are only weakly evident or non-existent and the writing demonstrates an awareness of few of the conventions of the narrative mode. The focus is weak or not apparent and sequencing details is not clear or developed to any degree.

Expressive

Level 4 The controlling idea and its development demonstrate insight and maturity and a secure command of the conventions of the expressive mode. Personal thoughts, feelings, and reflections are effectively and engagingly explored and examined.

Level 3 The controlling idea and its development are clearly evident and the writing demonstrates a control of the conventions of the expressive mode. Personal thoughts, feelings, and reflections are explored and examined in an interesting manner.

Level 2 The controlling idea and its development are generally evident and the writing demonstrates an awareness of the conventions of the expressive mode. Personal thoughts, feelings, and reflections are explored and examined to some extent.

Level 1 The controlling idea and its development are only weakly evident or non-existent and the writing demonstrates few of the conventions of the expressive mode. Personal thoughts and feelings may be stated, but there is little or no evidence of exploration, examination, and reflection.

1.4 Acceptable Levels of Achievement

The percentages represent the expected percentage of students at, or above, the acceptable level of achievement set by the province.

SCALE LEVEL / ACADEMIC LEVEL	6	5	4	3	2	1
Basic			**80%**		**Acceptable**	**Unacceptable 20%**
General			**75%**	**Acceptable**	**Unacceptable 25%**	
Advanced		**80%**	**Acceptable**	**Unacceptable 20%**		

2 Hamilton Data

The results for Hamilton day schools and night schools are charted below. *The Review* required each student to submit 2 pieces of writing for assessment: a provincially ***assigned task*** in one of four modes (persuasive, explanatory, expressive, narrative), and a ***best piece*** piece from the student's writing portfolio as chosen by the student.

2.1 Hamilton Day School Results

2.1.1 Hamilton Day Schools: Summary Including Provincial Data

LEVEL	SCORE / TASK	PROVINCIAL EXPECTATIONS	PROVINCIAL AVERAGES	HAMILTON AVERAGES
ADVANCED	ASSIGNED	80%	64%	58%
	BEST PIECE	80%	72%	70%
GENERAL	ASSIGNED	75%	62%	63%
	BEST PIECE	75%	76%	71%
BASIC	ASSIGNED	80%	73%	68%
	BEST PIECE	80%	83%	91%

2.1.2 Hamilton Day Schools: *Assigned Task*

SCALE LEVEL / ACADEMIC LEVEL	6	5	4	3	2	1
Basic: 63 students (8% reviewed but not assigned a level)	0 % + 6 % + 5 % + 22 % + 35 % = **68%**				**Acceptable**	Unacceptable = **24%**
General: 752 students (3% reviewed but not assigned a level)	1 % + 6 % + 24 % + 32 % = **63%**			**Acceptable**	Unacceptable 28% + 6% = **34%**	
Advanced: 1330 students (1% reviewed but not assigned a level)	5% + 22% + 31% = **58%**		**Acceptable**	Unacceptable 28% + 11% + 2% = **41%**		

Ministry expectations: 80% Advanced, 75% General, 80% Basic

2.1.3 Hamilton Day Schools: *Best Piece*

SCALE LEVEL / ACADEMIC LEVEL	6	5	4	3	2	1
Basic: 64 students	0 % + 5 % + 14 % + 39 % + 33 % = **91%**				**Acceptable**	Unacceptable = **9%**
General: 724 students (1% reviewed but not assigned a level)	2 % + 10 % + 27 % + 32 % = **71%**			**Acceptable**	Unacceptable 23 % + 5 % = **28%**	
Advanced: 1250 students	8% + 24% + 38% = **70%**		**Acceptable**	Unacceptable 23% + 7% + 0% = **30%**		

Ministry expectations: 80% Advanced, 75% General, 80% Basic

2.2 Hamilton Night School Results

2.2.1 Hamilton Night Schools: *Assigned Task*

SCALE LEVEL / ACADEMIC LEVEL	6	5	4	3	2	1
Basic: N/A.					**Acceptable** N/A	Unacceptable N/A
General: 81 students (2% reviewed but not assigned a level)				**Acceptable** 1 % + 5 % + 30 % + 36 % = 72%	**Unacceptable** 17 % + 9 % = 26%	
Advanced: 57 students (2% reviewed but not assigned a level)			**Acceptable** 5% + 12% + 37% = 54%		**Unacceptable** 30% + 14% + 0% = 44%	

Ministry expectations: 80% Advanced, 75% General, 80% Basic.

2.2.2 Hamilton Night Schools: *Best Piece*

SCALE LEVEL / ACADEMIC LEVEL	6	5	4	3	2	1
Basic: N/A.					**Acceptable** N/A	Unacceptable N/A
General: 8 students (2% reviewed but not assigned a level)				**Acceptable** 3% + 14 % + 28 % + 20 % = 65%	**Unacceptable** 23 % + 10% = 33%	
Advanced: 41 students			**Acceptable** 12% + 12% + 27% = 51%		**Unacceptable** 37% + 12% + 0% = 49%	

Ministry expectations: 80% Advanced, 75% General, 80% Basic.

2.2.3 Hamilton Night Schools: Summary including Provincial Averages

LEVEL	SCORE / TASK	PROVINCIAL EXPECTATIONS	PROVINCIAL AVERAGES	HAMILTON AVERAGES
ADVANCED	ASSIGNED	80%	44%	54%
	BEST PIECE	80%	55%	51%
GENERAL	ASSIGNED	75%	65%	72%
	BEST PIECE	75%	78%	65%

2.3 Hamilton Day and Night Schools: Summary

LEVEL	SCORE / TASK	PROVINCIAL EXPECTATIONS	PROVINCIAL AVERAGES		HAMILTON AVERAGES	
			DAY	NIGHT	DAY	NIGHT
ADVANCED	*ASSIGNED*	80%	64%	44%	58%	54%
	BEST	80%	72%	55%	70%	51%
GENERAL	*ASSIGNED*	75%	62%	65%	63%	72%
	BEST	75%	76%	78%	71%	65%

2.4 Other Hamilton Data

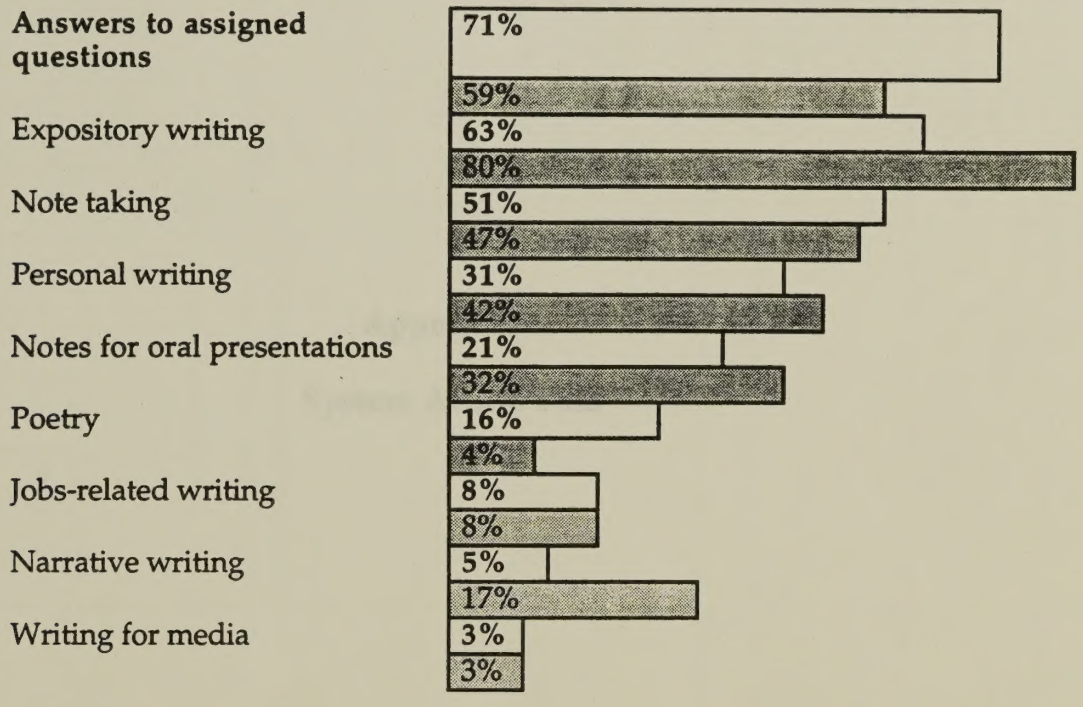
2.4.1 Writing as a Focus in Hamilton Schools in 1991

Hamilton principals and department heads indicated the extent to which a focus on writing was an activity that was central to the life of their schools:

Response	Hamilton	Province
• not at all	13 %	7 %
• to some extent	53%	61%
• to a great extent	33%	32%

2.4.2 Writing for a Purpose in Hamilton Schools in 1991

Hamilton teachers indicated the following purposes for writing were **very important**. These are listed priority. Provincial responses are indicated in the shaded boxes.



2.4.3 Evaluation Strategies in Hamilton Schools in 1991.

Students and teachers rated the following evaluation strategies as **very helpful in improving writing**. Hamilton teacher responses have been prioritized and provide the order for the list.

EVALUATION STRATEGY	HAM. TCHRS.	HAM. STUDENTS			PROV. TEACHERS
		ADV.	GEN.	BAS.	
Student-teacher conferencing	60%	35%	36%	32%	68%
Written teacher comments	58%	68%	57%	44%	73%
Rewriting after marking for upgrading	44%	41%	39%	48%	47%
Checklists, scales	24%	51%	37%	20%	36%
Numerical marks, letter grades	9%	41%	39%	44%	28%
Student self-evaluation	7%	20%	20%	18%	10%
Teacher holistic marking	6%	17%	28%	25%	18%
Peer evaluation	2%	17%	25%	28%	10%
Evaluation by another teacher or adult	2%	22%	24%	34%	4%

Appendix E

System Action Plan

APPENDIX E

PROVINCIAL *GRADE 12 WRITING REVIEW*: HAMILTON ACTION PLAN

WHAT HAS TO BE DONE: TASKS	WHO WILL DO IT? (responsibility) ROLES	HOW WILL IT BE DONE: FUNCTIONS	WHEN WILL IT BE DONE: TIMELINES	HOW WILL WE KNOW WHEN IT'S DONE: (accountability) OUTCOMES
Implement *The System Action Plan*	English Coordinator Area Supervisors Principals Heads Teachers	implementation of the Hamilton grade 9 and 12 English learning outcomes	September 1993 - September 1997	improved results on the System-wide grade 12 writing reviews commencing in the 1997-8 school year
Develop System Standards for First -Language Learning	Superintendent of Program English Coordinator Formative Years Coordinator	as one of the recomendations of the ***Literacy Committee Report***, June 1993, integrating Ministry standards (if/when available)	in progress: scheduled for completion by September 1996	approval by the Board
Implement System First - Language Learning Standards	English Coordinator Formative Years Coordinator Principals Heads Teachers	in-service using appropriate support staff as part of a System approach to literacy	beginning in September 1994	improved results on the System-wide grade 12 writing reviews commencing in the 1997-8 school year
Review Current Grade 12 Delivered Writing Curricula	Principals and English / Academic Heads with the support of the English Coordinator	review of classroom practice using an instrument and process developed by the Program Department	in the 1994-5 school year	report to the Superintendents of Schools
Regular System Writing Reviews in Grade 12	Superintendent of Program English Coordinator	using the 1992 Ministry instruments and processes modified as appropriate	beginning in September 1997: every 3 years	improved results in grade 12 writing

WHAT HAS TO BE DONE: TASKS	WHO WILL DO IT? (responsibility) ROLES	HOW WILL IT BE DONE: FUNCTIONS	WHEN WILL IT BE DONE: TIMELINES	HOW WILL WE KNOW WHEN IT'S DONE: (accountability) OUTCOMES
Review of Student Placement in Program Levels: • **advanced** • **general** • **basic**	Superintendents of Schools and Program	review involving • parents • guidance personnel • English/Academic Heads • principals	in the 1994-5 school year	report to Senior Management and the Board by May 1995
Review of the System Review Data by Other Departments/ Areas	Subject Coordinators Adult and Continuing Education Computers in Education Special Education ESL Human Resources Psychological Services Public Relations	to be determined by these departments/groups	by June 1994	ongoing reporting to Senior Management and the Board as appropriate
Develop and Implement School Action Plans	Principals and English / Academic Heads with the support of the English Coordinator and other appropriate support staff	based on • school results for ***The Review*** • System results for ***The Review*** • Provincial expectations • implementation of System standards as part of each school plan	beginning in the Spring of 1994	improved results on the System wide grade 12 writing reviews commencing in the 1997-8 school year.
	Superintendents of Schools and principals	performance reviews • principals • heads • teachers	as part of the System and school implementation plans	personnel growth plans and appropriate documentation
	Superintendent of Program and English Coordinator	program reviews • schools	as part of the System and school implementation plans	ongoing reporting to Senior Management and the Board

REPORT OF THE
SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS COMMITTEE

Present: Trustees Orban (Chairman), Bishop, Johnston, Rogers and Allen.

Officials Present: E. Bond (Superintendent of Program)
B. Schofield (Adjustment Services Co-ordinator)
D. Sayers (SALEP Consultant)

The Committee recommends:

GENERAL

1. That the 1992-93 Annual Report of the Supervised Alternative Learning for Excused Pupils (SALEP) program, including the Statistical Report (attached) be received for information.

2. That this Committee supports all efforts to meet students' needs before bringing to SALEP.

Respectfully submitted,

L. ORBAN
Chairman

Committee Room
1994 01 18

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (SALEP) ANNUAL STATISTICS

SCHOOL YEAR : 1992-1993

	AGE 14		AGE 15		TOTAL		GRAND TOTAL
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
1. SALEP students attending day school as part of their program	1	1	2	2	3	3	6
2. SALEP students attending day school as well as taking Continuing Education courses			1	1	1	1	2
3. SALEP students taking correspondence courses or home study	6	4	6	11	12	15	27
4. SALEP students with no educational component	4	2	15	5	19	7	26
5. *Total number of students on SALEP*	11	7	24	19	35	26	61
6. Applications presented but not approved by the SALEP Committee	0	0	0	0	0	0	0
7. Applications received but not presented to the SALEP Committee	3	4	11	8	14	12	26
8. *Total Number of Applications*	14	11	35	27	49	38	87

APPLICATIONS AS PER SCHOOL PROGRAM

1. Elementary Panel:							
Grade 6							
Grade 7							
Grade 8			1		1		1
2. Secondary Panel:							
Grade 9 - vocational	5	2	6	3	11	5	16
Grade 10 - vocational			1		1		1
Grade 9 - composite	6	5	16	16	22	21	43
Grade 10 - composite							
3. Total Number of Students on SALEP	11	7	24	19	35	26	61

/pgb/94/01/06

Date: 1994 02 03

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: Issues Facing Female Athletics in Hamilton High Schools

Report: Information/Decision

Background:

In order to address the concerns of the female athletes of Westdale outlined in the report (Appendix II) it is important to gain a historical perspective on the issues facing female athletes in our system.

The names and functions of the following groups will be useful in reading the report.

Key terms: **H.I.A.C.** - Hamilton Interscholastic Athletic Council - the governing body for interschool sport in the Board of Education for the City of Hamilton

G.H.A.C. - Golden Horseshoe Athletic Conference - governing body for interscholastic sport in the Hamilton/Halton area - Hamilton Public, Hamilton Catholic and Halton comprise this body

O.F.S.A.A. - Ontario Federation of School Athletic Associations - the governing body for interscholastic sport in Ontario - comprised of 17 member associations of which G.H.A.C. is one

First there needs to be a recognition that difficulties do exist in female athletics, difficulties which include a lack of coaches (particularly female coaches), media reluctance to cover female events, small numbers of female athletes in schools and, in past years, restrictive attitudes among female athletes, coaches and administrators.

Through each of the 1992-93 and 1993-94 academic years, there were 116 coaches coaching 112 female teams. Of that number 60 (51.7%) were female coaches. By contrast, during that same time frame there were 123 male teams coached by 189 coaches of which 185 (97.8%) were male. What this translates into is not only fewer females coaching female teams, but fewer females available to act as role models for young female athletes. Without appropriate role models, the introduction, education, support and training of young female athletes into sport becomes even more difficult than it might normally be. It is this area, perhaps more than any other, where inequity in sports exists most.

While local media coverage of high school athletic events has reached new heights recently, particularly print media, there remains a primary focus on senior male athletic

events. The Athletic Office provides the local media with league schedules and results, notification of upcoming events and, wherever possible, special interest stories on student athletes in our system. Coverage has traditionally focused on high profile sports such as football, basketball and hockey.

It is a common observation among coaches of female teams and the female physical and health education staff that from among the entire female student body at any given school, there comes a core of athletes suitable for interscholastic teams. It is their position that the core of female athletes is smaller than the core of male athletes. Supporting this position is the statistical data O.F.S.A.A. collects annually which clearly shows the number of female participants in interscholastic sport is smaller than the number of male athletes[1]. As such, it has been the experience of those organizing female athletics that, in some sports, it is more advantageous to offer the sport in a shorter time frame in order to allow the identified core of athletes to experience a broad range of athletic opportunities. Furthermore, if that core of athletes is required to make a long term commitment to a sport when two or more sports are being offered at the same time, the student athlete will be forced to commit to only one sport (possibly two). The result would be fewer opportunities to experience different types of interscholastic competition and a reduction in the number of competitors and teams in other sport areas.

For years, female athletes, coaches and administrators accepted the lower profile female athletics were accorded. As a result, shorter schedules, smaller playoff facilities, reduced gym availability and inequitable funding affected the growth of female athletics. That approach has changed dramatically since the early 80's, however even as recent as 1988, there were suggestions that some leagues revert to a tournament format and, just this past season, one school suggested altering league format that would result in more practice time but less game time. Suggestions such as these only perpetuate the lower profile image female athletics has fought so hard to shed.

The H.I.A.C. is structured in such a way that input on how a sport is to be structured comes primarily from the coaches, the heads of physical and health education and the Athletics Office. The determination on how female sports are to be run comes from the female heads of physical and health education and the coaches group of each of the sport. The same approach is taken with male sports.

Issue:

To share with trustees the response from the Officials regarding the report submitted by Catherine Siksay on Issues Facing Female Athletes in Hamilton High Schools.

---

[1] Source: O.F.S.A.A. Participation Surveys, 1984-1993

Recommendation:

- That the response to the report on Issues Facing Female Athletes in Hamilton High Schools be received for information.

- That the response to the report on Issues Facing Female Athletes in Hamilton High Schools be forwarded to middle and secondary school principals for discussion and appropriate action.

Rationale: Appendices

I Response from the Officials

II Report submitted by Catherine Siksay regarding Issues Facing Female Athletes in Hamilton High Schools

Appendix I

Response to a submission on

ISSUES FACING FEMALE ATHLETES IN HAMILTON HIGH SCHOOLS

1. OPPORTUNITY TO PLAY

> *We therefore recommend that* "As a general rule, secondary schools offer league play to the ten most popular sports for females as identified by O.F.S.A.A. In addition, touch football and ice hockey should be considered."

• Currently, the H.I.A.C. does offer the 10 most popular sports identified by O.F.S.A.A. referred to in the report.[1] It is noteworthy that the identification of those 10 sports is determined by annual statistical surveys completed by member athletic associations (H.I.A.C. is part of the Golden Horseshoe Athletic Conference (G.H.A.C.), an O.F.S.A.A. member association). The H.I.A.C., as with O.F.S.A.A., determines what sports are to be offered based, in part, on interest from the student body of each school.

---

[1] O.F.S.A.A. Bulletin, March 1993

Top Ten Most Popular Girls' Sports*

Sport	League	Tournament
Volleyball	Yes	
Basketball	Yes	
Soccer	Yes	
Track and Field		Yes
Badminton		Yes
Cross Country Running		Yes
Softball		Yes
Swimming		Yes
Field Hockey	Yes	
Tennis		Yes

Additional H.I.A.C. Sports Offered

Sport	League	Tournament
Gymnastics		Yes
Nordic Skiing		Yes
Waterpolo	Yes	
Touch Football		Yes
Hockey		Yes

*as determined by O.F.S.A.A.

Top Ten Most Popular Boys' Sports*

Sport	League	Tournament
Football	Yes	
Basketball	Yes	
Soccer	Yes	
Volleyball	Yes	
Track and Field		Yes
Rugby	not offered	not offered
Hockey	Yes	
Badminton		Yes
Cross Country Running		Yes
Tennis		Yes

Additional H.I.A.C. Sports Offered

Sport	League	Tournament
Baseball	Yes	
Nordic Skiing		Yes
Waterpolo	Yes	
Touch Football	Yes	
Swimming		Yes

*as determined by O.F.S.A.A.

- Format of the sport (league vs. tournament), is based on three factors:

  - level of student interest
  - availability of facilities/officials
  - funding

These three factors are given equal consideration by those charged with organizing the sport - Coaches, Heads of Physical and Health Education and the Sports Convenor. Needless to say, all three components must be in place in order to first offer the sport, and to determine the format it will take. Should one or more of these three factors outweigh the others, the determination becomes straightforward. As an example, the girls touch football tournament occurs during the fall when field hockey and basketball are also offered. It is the feeling of those charged with organizing the sport - based on feedback from participating students over the years - that to expand the tournament to a full league would result in female athletes having to make a choice between sports. Even now, female athletes are often put in the position of having to attend the touch football tournament during the day only

to rush off to a volleyball or basketball game at the end of the day. Given the limited number of female athletes available in each school, it is the belief of both the participating students and those charged with organizing the sport that a full league would result in fewer teams (and students) participating, the potential of either defaulted games or teams dropping out mid-season, and reduced involvement in other traditional fall sports. Offering the sport at a different time of the year is given consideration on an ongoing basis. However, as the sport is limited to either the fall or spring and as spring already offers badminton, slo-pitch, track and field and soccer, there seems to be no viable alternative. It is for this reason that, year after year, the organizers of the sport wish to keep the sport in a tournament format. The same rationale applies to slo-pitch.

Ice hockey for girls presents these same limitations, but with additional considerations. While ice availability is currently a problem, it is a short term problem remedied through an equalization process with the boys' league. More important is the reality that most of the participants have difficulty in obtaining equipment (often borrowed from brothers or boyfriends). As well, coaches have found that a long term commitment to the sport (longer than a month) has resulted in waning student interest and the need for some teams to drop out. Girls' hockey has been tried in three formats since its inception: as a tournament over a 6 week period, as a league over a 5 to 6 week period and as a tournament starting and ending within a 4 week period. Coaches have overwhelmingly endorsed the third format, stating that the length of time is long enough to sustain enough interest and complete the schedule, while not being too long so as to create difficulties with the participants securing equipment and impinging on other student activities.

With respect to league sports, in the 1993-94 academic year, all male and female team sports are scheduled on a "once around" basis - that is once against each team in the league. Similarly, playoff formats are identical as is the level of funding directed to each sport.

2. IMPORTANCE OF ATHLETIC EXPERIENCE

> *We therefore recommended that* "Elementary schools offer the same teams sports to students of both sexes."

From the perspective of the H.I.A.C. Athletic Office, the middle schools in our system have always had the opportunity to participate in male and female team sports on an equitable basis. School participation in male or female sports is a school based decision. Often, the prime determining factor for a school choosing to participate in a sport has been the availability of coaching, which has traditionally come from the physical and health education staff in the school. Only in recent years has there been any significant coaching participation from other members of the teaching staff or the community at large. As a result, the male and female physical and health education teachers are often left to coach two or more teams at one time, often in two different sports. Compounding the problem is the recent restrictions on teacher release time. There have been schools through the 1992-93

school year and the first half of the 1993-94 school year that have had sufficient student interest in a sport, only to be unable to free the teacher-coach to attend the athletic event.

Middle School Sports Currently Offered

Sport	Boys	Junior	Senior	Girls	Junior	Senior
Basketball	X	X	X	X	X	X
Cross Country	X	X	X	X	X	X
Gymnastics				X	X	X
Indoor Track	X	X	X	X	X	X
Slo-Pitch	X	X	X	X	X	X
Swimming	X	X	X	X	X	X
Volleyball	X	X	X	X	X	X
Wrestling	X	X	X			
Track and Field	X	X	X	X	X	X

3. COACHES

We therefore recommend that "When hiring a new teacher, consideration be given to the candidates' training and willingness to participate in extra-curricular activities with students."

• We understand that introducing this component to the selection of new teachers has long been a desire of those currently involved in interscholastic sport at the middle school and secondary school level. Going one step further, there are many teachers in our system who have invested long hours with students and interscholastic teams, and in their opinion have found that time commitment to our students has prevented them from becoming involved in other professional undertakings that were perhaps deemed more important for purposes of promotion in our Board. The direct result has been the steady decline of the teacher-coach becoming involved to the detriment of the interscholastic program and our student body. In light of these conerns it will be necessary to review hiring and promotion practices.

4. ENCOURAGEMENT OF FEMALES IN ATHLETICS

We therefore recommend that "The success of females in athletics be as well celebrated in the schools as are those of male athletes."

• One of the functions of the Athletic Office is to promote the interscholastic events offered to our students throughout the academic year. This is accomplished by providing the local media with league and tournament schedules, weekly standings, advance notice of championship events, tips on special interest stories and access to coaches. As well, newsletters and general interscholastic information distributed throughout the school system recognize the accomplishments of our interscholastic teams.

The Athletic Office provides this information equitably, either on a school basis or to males and females alike. Determining how individual schools celebrate their athletic accomplishments is a joint responsibility of the school principal, student council, coaches, athletes and physical and health education department heads.

Summary of Local Secondary All-Star Games - Male

SPORT	ORGANIZER/SPONSOR	H.I.A.C. Organization	PURPOSE
Basketball	Hamilton All-Star Committee	No	charity
	H-W Separate Board	No	charity
Hockey	H.I.A.C. Athletics Office	Yes	charity

Summary of Local Secondary All-Star Games - Female

SPORT	ORGANIZER/SPONSOR	H.I.A.C. Organization	PURPOSE
Basketball	H-W Separate Board	No	charity

IN CONCLUSION

It has never been the practice of coaches, physical educators or those involved in the administration of athletics to limit the opportunity of female athletes - quite the contrary. Since 1984, the H.I.A.C. has added to its roster of female athletics soccer, slo-pitch, touch football and hockey. The introduction of these sports and the expansion of existing sports has come as a result of female leadership from the physical and health education departments and the coaches in our system. Many of our team sports have been restructured in such a way as to increase the length of the schedule or the number of games teams play. Similarly, every opportunity has been taken to present female and male championships equitably and in a manner befitting the event. Lastly, the funds directed to male and female sports, where the format of the sport is similar, is done on an equitable, dollar for dollar basis.

APPENDIX II

To: Members of the Program Committee. the Board of Education for the City of Hamilton.

From : Female athletes of Westdale.

Regarding: **Issues Facing Female Athletes in Hamilton High Schools.**

1. Opportunity to play.

Often team sports played only by females, or' with female participation, have a shorter season than those offered only to male athletes. For example, the female basketball teams only play each school once, while the male basketball teams play each school team twice. Female touch football and ice hockey are offered only as a one day tournament, while male athletes have a full league. Tennis, which has equal participation of female and male athletes, is only offered as a one day tournament in the fall and the summer. We believe that females should be offered the same opportunities as male athletes.

We therefore recommend that:

As a general rule, secondary schools offer league play to the ten most popular sports for females as identified by OFFSAA (See Appendix 1). In addition, touch football and ice hockey should be considered.

2. **Importance of athletic experience for females in Elementary Schools**

We believe that the experience of playing in teams in the middle school is very important for the later participation of females in sports at the secondary level. Most of those who play in the Westdale female teams have all come from one feeder school, where they were encouraged and there were opportunities for females. Female athletes are unlikely to try out for a team if they know that they have had little previous exposure to the sport. while other females have had much more. Often there are more opportunities for boys to participate in team sports in middle schools than there are for girls.

We therefore recommend that:

Elementary schools offer the same team sports to students of both sexes.

3. **Coaches**

We are sometimes told that the reason that there are not more opportunities for sports for females is that there are not sufficient coaches available. We believe that girls' physical education departments are themselves offering the training to girls to become coaches and referees. and we support this. This will increase in the future the numbers available to coach. Another source of coaches is the teaching staff itself.

We hope that the Board. when hiring new teachers, would use the opportunity to choose those who would be interested in coaching females.

We therefore recommend:

When hiring a new teacher, consideration be given to the candidate's training and willingness to participate in extra-curricula activities with students.

4. **Encouragement of Females in Athletics.**

Unfortunately male athletes often receive more public recognition in the high schools for their involvement in team sports than females. Females still have a hard time getting their athletics taken seriously. So it is important that the school administrators demonstrate encouragement and approval of female athletics. It is very difficult for females to develop a positive attitude towards sport and support female athletics, if the leadership in the schools does not.

We also note that there are male all-star teams, but no all-star teams for females. Isn't it time that there be at least one female all star team?

We therefore recommend:

The successes of females in athletics be as well celebrated in the schools as are those of male athletes.

Summary of Recommendations:

As a general rule, secondary schools offer league play to the ten most popular sports for females as identified by OFFSAA (See Appendix 1). In addition, touch football and ice hockey should be considered.

Elementary schools offer the same team sports to students of both sexes.

When hiring a new teacher consideration be given to the candidate's training and willingness to participate in extra-curricula activities with students.

The successes of females in athletics be as well celebrated in the schools as are those of male athletes.

Respectfully submitted by Catherine Siksay, Captain of the Senior Basketball team, on behalf of Westdale's female athletes, October 1993.

THE 10 MOST POPULAR HIGH SCHOOL SPORTS BY PARTICIPATION IN ONTARIO

FEMALE	MALE
1 VOLLEYBALL	1. FOOTBALL
2. BASKETBALL	2. BASKETBALL
3. SOCCER	3. SOCCER
4. TRACK AND FIELD	4. VOLLEYBALL
5. BADMINTON	5. TRACK AND FIELD
6. CROSS COUNTRY RUNNING	6. RUGBY
7. SOFTBALL	7. HOCKEY
8. SWIMMING	8. BADMINTON
9. FIELD HOCKEY	9. CROSS COUNTRY RUNNING
10 TENNIS	10. TENNIS

SOURCE - MARCH '93 ISSUE OF THE OFSAA BULLETIN

1994 02 03

To: The Chairman and Members,
Program. Committee,
The Board of Education for the City of Hamilton,
Hamilton, Ontario.

From: N. Nicholls/A. Robertson

Re: Westmount Report

Classification: Information/Decision

OFC 03 93

BACKGROUND

Since 1986, the Board has received regular reports regarding the progress of the Westmount '90 program, from its conception to now the fourth year of implementation. By Board motion (OMC 03 93) this report was requested to be presented to the February Committee meeting.

Last year, extensive information was included in the report addressing concerns that had been identified from several sources. The trustees reviewed the material presented and gave directions to reduce the breadth of the 1994 report. Consequently this report will include perceptions and impact of the program from a variety of viewpoints as well as an update on enrolment, staffing and any significant changes.

ISSUE

To share information with the Trustees concerning the program at Westmount Secondary School.

RECOMMENDATIONS

1. That the 1994 Westmount Report be received for information.

RATIONALE

1. Enrolment projections indicate that enrolment will continue to increase. Westmount enrolment 788. Phoenix enrolment 43. (Appendix A. AA)

2. Staffing allocation information as provided through Human Resources Department, indicates compliance with the Collective Agreement. (Appendix B)

3. Ability of special education students to benefit from the program is indicated by a higher than average ratio of identified students to total school population. (Appendix C)

4. Year end Principals Annual Report (1993) identifies concerns from parents, students and staff (1992) and the strategies used to address these concerns. (Appendix D)

5. 9 students involved in the gifted program under the supervision of staff and in consultation with Ethel Thayer, Gifted Learning Resource consultant, designed and conducted a review and prepared a report. It indicates a high percentage of support from this group. (Appendix E)

6. 5 students in regular program also conducted interviews and prepared a report indicating strengths and weaknesses of the program as viewed by a random sampling of students. (Appendix F)

7. The Westmount Parents Council summarized their comments and perceptions of the Westmount experience for their children. (Appendix G)

8. The staff evaluation of Westmount is summarized under the Affective and Cognitive Domain using various relationships that are necessary to serve student needs.
   - Teacher with student
   - Teacher with teacher
   - Student with student
   - Student/Teacher self-reflections (Appendix H)

9. A graduate's report reflects on the Westmount experience in relations to post-secondary learning. (Appendix I)

10. Report of the Implementation - Transitions/Common Curriculum (Appendix J)

11. Principal's Summary - the work of the Visionary Committee (Appendix K)

12. Westmount "Commonly Asked Questions" (Appendix L)

13. "Did You Know That at Westmount" (Appendix M)

ENROLMENT FORECASTS FOR SECONDARY COMPOSITE SCHOOLS

SCHOOL	1992-93 H.B.E. OP.CAP.	ACTUAL SEP 30 1991	SEP 30 1992	SEP 30 1993	FORECASTS SEP 30 1994	SEP 30 1995	SEP 30 1996	SEP 30 1997	SEP 30 1998	94 ENRL AS % OF 1992-93 H.B.E, OP CAP
BARTON	1203	1305	1341	1321	1325	1334	1342	1383	1400	110%
DELTA	1479	1066	1148	1123	1113	1096	1079	1079	1065	75%
GLENDALE	1260	1234	1136	1100	1086	1114	1141	1170	1174	86%
HILL PARK*	1272	1189	1226	1191	1253	1290	1342	1380	1371	99%
SCOTT PARK	1238	1105	1032	1047	1034	1052	1063	1079	1079	84%
SHERWOOD*	1387	1196	1095	1063	1062	1130	1188	1213	1219	77%
SIR ALLAN	1502	1313	1334	1209	1123	1084	1063	1011	1016	75%
SIR JOHN	1489	1408	1450	1416	1460	1489	1499	1512	1592	98%
SIR WINSTON*	1198	950	969	907	984	1030	1128	1249	1305	82%
WESTDALE*	1621	1415	1434	1389	1376	1397	1437	1440	1418	85%
WESTMOUNT	1318	770	751	833	830	900	924	955	983	63%
TOTAL	14967	12951	12916	12599	12646	12916	13206	13471	13622	84%
LAWRENCE		14	25							
PHOENIX		35	52							
TOTAL ENG		13000	12993	12599	12646	12916	13206	13471	13622	
G.P VANIER	760	406	401	480	489	518	516	514	514	64%
CITY TOTAL	15727	13406	13394	13079	13135	13434	13722	13985	14136	
WCBE INCLUDED IN SHER		277	272	240	225	215	210	210	210	

NOTES

(1) *Enrolments and forecasts exclude TR program.

(2) Phoenix and Lawrence were integrated into Westmount and Sir John A. MacDonald in September 1993.

Phoenix enrolment -

PROGRAM FOR THE TRAINABLE NOT INCLUDED IN ABOVE ENROLMENTS AND FORECASTS

	1991	1992	1993	1994	1995	1996	1997	1998
HILL PARK	18	23	21	18	18	17	18	17
SHERWOOD	5	13	15	15	14	14	15	14
SIR WINSTON	32	31	32	30	30	28	30	28
WESTDALE	10	17	16	13	12	11	12	12
TOTAL	65	84	84	76	74	70	75	71

ISSUED FOR USER VERIFICATION, JANUARY 1994, BY ADMINISTRATIVE SERVICES - RESEARCH
HAMILTON BOARD OF EDUCATION

Appendix AA

Enrolment and Boundaries

Student Groupings	1992	1993	Difference
1) Students attending Westmount from inside the boundaries	66.7%	65.2%	- 1.5%
2) Students attending Westmount from Upper James to Upper Sherman	98	121	+23
3) Students attending Westmount from Sherman to City limits	33	56	+32
4) Students attending Westmount from Lower City	36	62	+26

Westmount has increased its enrolment from all sections of the city.

Note:

1) The above information is based on the combined enrolment of Phoenix and Westmount students. (788 + 45)

2) Information regarding the exact resident location of the Phoenix students is not available.

3) The normal Westmount catchment area continues to yield fewer secondary students.

4) The creation of more flexible boundaries has increased student awareness and understanding of the program. More students are choosing to attend Westmount.

Appendix B

STAFF ALLOCATION AS OF SEPTEMBER 30, 1993
Employee Relations Department Calculations
Hamilton Board of Education

School	Actual	Contract	Difference
Westmount	59	59	0

Appendix C

IDENTIFIED STUDENT ENROLMENT			
SCHOOL	ENROLMENT	IPRC	% OF ENROLMENT
Westmount 1992	752	124	16.49
Westmount 1993	788	157	19.92

WESTMOUNT SECONDARY SCHOOL
YEAR END REPORT
1992-1993

A review was conducted through a "STOP, START, CONTINUE" activity. Input was invited from students, parents, and staff. As a result of this review the following changes and/or modifications will be made for next year.

I STUDENT PLANNER

Rationale:
All students are not using the planner as was originally designed nor do all students need to use it to be successful. There is, however, a great deal of information contained in the planner that is useful to all students.

Therefore:
- Planners will continue to be issued to all students.
- All students will be encouraged to use the planner to his/her advantage.
- All Grade 9 students and others needing time management support will be required to use the planner as one of the strategies to help with this skill. The nature of the plan for improvement will vary according to the needs of the students.
- The use of the planner can be required by any staff member involved with the student - i.e. subject teacher, teacher advisor, etc.

II SELF-PACING

Rationale:
- When self-pacing, a student should not have to take more than 2 semesters to complete a course. If a course is not complete at that time, the course is either too difficult or the student has made no effort to complete the course or there have been serious extenuating circumstances.
- Students in OAC courses are expected to take a more self-disciplined approach to their education in order to prepare themselves for post-secondary education.
- OAC examinations are more highly structured and can therefore be held only at specific times in the year - mid-semester and end of semester.
- Many OAC courses are more structured than courses at other grade levels.

Therefore:
- Under normal circumstances, a student will be given no longer than the equivalent of 2 semesters to complete a failing mark and the student must begin the course again if it is a required course.
- OAC courses must be complete within 1.5 semesters. Any course not complete by that time will be given a failing mark and the course must be started over again to receive the credit.
- There will be only 2 entry points for OAC courses in each semester - the beginning and the middle - unless there is permission of the department head.

III REPORTS

Rationale:
The use of the asterisk on progress reports has been confusing for parents and other staff members.

Therefore:
An asterisk is to be used by all teachers to indicate only that the work is completed but is not yet marked.

IV ATTENDANCE PROCEDURES

Rationale:
It is essential that each student is accountable for his/her own attendance.

Therefore:
The present attendance system will be continued where attendance is recorded every period every day.

V CATCH-UP DAYS

Rationale:

Catch-up days are, for Westmount, a different use of some of the exam days. Exam days are important days for teachers to mark student work, modify courses etc. Students cannot, therefore, expect that all teachers are available all day on catch-up days. Students are able to do some work at home on catch-up days.

Therefore:

Departments will be open in the morning only on catch-up days Afternoons are available for student help only by an appointment agreed upon by a specific teacher.

VI TEACHER ADVISOR

Rationale:

- Extended TA sessions to review school policies, etc. were not too helpful to students who were not new to the school - especially in Semester 2.
- TA's do much of their conferencing with students before school and during instructional time. Time needs to be formally set aside to allow for more formal conferences for some students.

Therefore:

- A TA period will be held once every 2 weeks for 35 minutes. This is to be rotated through the periods and is to be used for formalized group discussions and/or individual conferences. This will be in addition to what is done informally.
- A limited number of extended TA sessions will be held at the beginning of Semester 1 and none at the beginning of Semester 2.

VII DAILY SCHEDULE

Rationale:

- The Ministry of Education has made a change in their requirement for a full-time-equivalent student. A student must now take 3 courses at a time as opposed to 2. As a result of this, we are able to return to 75 minute periods to meet the requirements.
- Many schools in the city have gone to an earlier start and earlier dismissal. Many students have requested the change in our daily schedule.

Therefore:

The daily schedule for 1993-94 will be:

TA Check-In	8:45 - 8:50
Time Frame 1	8:50 - 10:05
Break	10:05 - 10:15
Time Frame 2	10:15 - 11:30
Lunch	11:30 - 12:20
Time Frame 3	12:20 - 1:35
Break	1:35 - 1:45
Time Frame 4	1:45 - 3:00
TA Check-Out	3:00 - 3:02 (where necessary)

VIII MISCELLANEOUS

Rationale:

The music that is played before and after classes has been a point of controversy because of the difficulty of selecting music that is appreciated by all.

Therefore:

Any new music tapes to be used over the PA must be submitted along with the recommendation of 1 teacher and 3 students.

The input of students, parents, and staff is much appreciated in this annual review. As well as the changes and modifications that are mentioned here, staff will continue to carefully monitor learning guides and the learning process to maximize the learning opportunities for all students.

Appendix E

REPORT TO THE BOARD OF THE REVIEW OF THE GIFTED PROGRAM

Summary of the Gifted Program

The self contained secondary gifted program in the city is situated at Westmount Secondary School.

The gifted population of 110 students is comprised of students from all areas of the city and forms approximately one eighth of the student body at Westmount.

Courses offered in the gifted curriculum are:

Grade 9 and 10 gifted courses in:
Mathemattics, English, Science, History, Geography
Grade 11 and 12 enhanced courses in:
Mathematics, English, Science

Gifted and enhanced courses include more flexibility, creative problem-solving, critical thinking and allow for in-depth study.

All ministry requirements are included in the courses; however, students can negotiate with the subject teachers for differentiation.

Review

In order to determine an overall student view of the gifted program a survey was designed and handed out to all the gifted students. 97% of the students completed the questionnaires. From the survey a number of interesting statistics were compiled:

90% agree that Gifted courses meet their needs better than Advanced or Destreamed courses.

93% are aware of the differences between Gifted and regular Advanced courses.

96% believed that Gifted students are fully integrated within the school community. Gifted students are involved in all extra-curricular activities and comprise:

79% of the Jazz Band
57% of the Concert Band
58% of the cast of the Drama production
96% of the Student Council
100% of the Academic Challenge team
50% of all gifted students take part in athletic activities
80% of all gifted students received proficiency awards

Strengths of the Gifted Program

The gifted students form a cohesive group with a real sense of community and at the same time are very well integrated within the school, which helps to enhance school spirit.

The Gifted Resource Room is a quiet work area for research and allows for greater flexibility and freedom for group work.

The GLRT's assist students in identification of their strengths and areas requiring further development, the devise strategies for improvement, and provide support for students experiencing academic difficulties.

GLRT's inform students about ongoing special programmes, workshops, conferences and activities taking place outside of the school setting.

Extra resources for research are available in the Gifted Resource Room:
Telephone, computer, video camera, VCR, TV

Differentiation, which makes the work more stimulating and interesting and provides opportunities to demonstrate creativity, along with the self-paced program meets the needs of gifted students to a greater extent than regular courses.

The gifted program works well in conjunction with the Westmount program. Students work at their own pace and are not held back by those who prefer to work at a slower rate.

The gifted classes usually enable students to obtain one-to-one assistance more readily.

In congregated gifted classes, the learning and pace are facilitated by the similar nature of the learning styles found among the gifted population.

Areas to Develop

When the students were asked if there were areas of the gifted program which they would like to see further developed, a variety of responses were received.

As already stated, a gifted or enhanced course is one which deals with the course curriculum but allows the student more room for creativity and the freedom to explore subjects of interest to these individuals in greater depth than offered in the regular courses.

Educating teachers unfamiliar with the nature of gifted students to avoid unfair expectations and alleviate misunderstandings between teachers and students is essential to ensuring success for the gifted students.

The extent to which courses are differentiated and provide flexibility for gifted learners varies depending on the course. Most students felt that work in gifted courses should be more interesting and/or in depth, rather than an increase in the work load. Students felt that this was true for most of their courses but further opportunities for diverse learning experience and resources could be provided. There was an interest in developing more courses at the gifted or enhanced level. It was also suggested that all gifted courses be available to able learners who have an aptitude for certain subjects.

Through the GLRTs and information posted or made available in the Gifted Resource room students are informed of outside conferences; trips and seminars which may be of interest to individuals or groups. Any additional information about of access to such events which might be made available would be met with enthusiasm, students know that these activities are very beneficial.

In the survey the most requested resource by all the gifted students was an IBM computer for use by gifted students in the resource room. With advances in computer networking, an overwhelming number of gifted students indicated that access to these resources was essential to their learning.

Prepared by Westmount Students:

Rob Esselment	**Domini Clark**	**Leslie Maskell**
Sheila Patel	**Ben Peebles**	**Juli Bozak**
Alfred Ng	**Chris McLaughlin**	**Erika Zarate**

Appendix F

REPORT TO THE BOARD OF EDUCATION FROM THE STUDENTS AT WESTMOUNT

Our objective was to get a cross-section of the students' opinions about the school. To obtain a random consensus, we interviewed members in several different social settings. We surveyed the following social groups; a gym class, the track team, the Chess Club, the Drama Club, the smoking area, and the students working in the cafeteria during their spare period. The information gathered was then summarized into four main areas.

Westmount's current students are experiencing the advantages and disadvantages of self-pacing.

- self pacing considered a privilege
- students take more control of education
- able to organize the timetable to fit their needs
- some students abuse this freedom and fact the consequences
- flexible deadlines aide the students by giving them more time to improve
- but this can lead to procrastination

Westmount's self pacing program not only offers short term benefits but also (hopefully) contributes to life long skills such as...

- time management
- independent learning
- self-motivation
- learning to be a self starter
- decision making
- problem solving

Life for teenagers is more active and involved in extracurricular activities. The Westmount program accommodates this...

- by allowing students to work through lessons at home during extensive absences. ie. vacations, illness, sporting activities, etc.
- by making it easier to catch up on missed time
- as teachers are willing to repeat missed lessons

Individuality and independence are recognized and permitted in the program...

- as students are given control, within guidelines, of their education
- in the use of learning guides, the responsibility is placed on the student to complete the work
- students do not feel controlled by overbearing teachers

Prepared by Westmount Students:

Joan Bard **Darren Navarro** **Alison Eagles**
Annalisa Lucido **Laura McLeod**

Strengths of the Gifted Program

The gifted students form a cohesive group with a real sense of community and at the same time are very well integrated within the school, which helps to enhance school spirit.

The Gifted Resource Room is a quiet work area for research and allows for greater flexibility and freedom for group work.

The GLRT's assist students in identification of their strengths and areas requiring further development, the devise strategies for improvement, and provide support for students experiencing academic difficulties.

GLRT's inform students about ongoing special programmes, workshops, conferences and activities taking place outside of the school setting.

Extra resources for research are available in the Gifted Resource Room:
Telephone, computer, video camera, VCR, TV

Differentiation, which makes the work more stimulating and interesting and provides opportunities to demonstrate creativity, along with the self-paced program meets the needs of gifted students to a greater extent than regular courses.

The gifted program works well in conjunction with the Westmount program. Students work at their own pace and are not held back by those who prefer to work at a slower rate.

The gifted classes usually enable students to obtain one-to-one assistance more readily.

In congregated gifted classes, the learning and pace are facilitated by the similar nature of the learning styles found among the gifted population.

Areas to Develop

When the students were asked if there were areas of the gifted program which they would like to see further developed, a variety of responses were received.

As already stated, a gifted or enhanced course is one which deals with the course curriculum but allows the student more room for creativity and the freedom to explore subjects of interest to these individuals in greater depth than offered in the regular courses.

Educating teachers unfamiliar with the nature of gifted students to avoid unfair expectations and alleviate misunderstandings between teachers and students is essential to ensuring success for the gifted students.

The extent to which courses are differentiated and provide flexibility for gifted learners varies depending on the course. Most students felt that work in gifted courses should be more interesting and/or in depth, rather than an increase in the work load. Students felt that this was true for most of their courses but further opportunities for diverse learning experience and resources could be provided. There was an interest in developing more courses at the gifted or enhanced level. It was also suggested that all gifted courses be available to able learners who have an aptitude for certain subjects.

REPORT TO THE BOARD FROM WESTMOUNT PARENTS

At the inaugural meeting of Westmount Parents' Council, parents were asked to make comments that they thought Trustees should hear about the Westmount program. Parents on the Visionary Committee were also asked to contribute. The following comments were received:

- This programme is not for everyone. It is ideally suited for those students who desire or need a more flexible schedule.

- Students must take responsibility for their own learning. Teachers are there to teach, coach, assist and act as a resource.

- Parents are an integral part in the system. The school reports regularly on the student's progress. The reports comes in sufficient time to identify difficulties and correct them.

- Students are graded on what the have learned, not how well they take tests. If a student has not learned a body of work, they continue working on it until they know it.

- There are deadlines, agreements and contracts among teachers and students. This emulates the working world in both the public and private sector. Students are responsible for getting their work done on time and in a usable manner.

- As a professional trainer in Leadership and Team development, I know the greatest underlying difficulty in the workplace is getting people to take responsibility for their actions by planning executing and assessing their work. I feel the self directed programme at Westmount is addressing the needs of our youth now, so people like me won't have to deal with them in the future.

- Parents appreciate the level of contact with the many people helping to shape their son's/daughter's life. There are coffee meetings with administration, opportunities to meet the teacher advisor, parent/teacher interviews and always someone on the other end of the telephone who know who the student is. Parents are involved in the school in a variety of ways - parent volunteers, Parents' Council, and various committees.

- The general feeling was that the teacher advisor system had made a positive impact on the students.

- One parent noted a positive attitude towards school from a student that previously had not enjoyed the school experience.

- Former students have told parents that, although the new program was difficult at first, they are glad they went to Westmount. Self-confidence in decision making and their experiences at Westmount enabled them to quickly adjust to post-secondary education. Some felt they were able to adapt more quickly than their peers from traditional schools.

- Self-pacing has been a difficult experience for some students and a very rewarding experience for others but with patience and encouragement from parents and teachers, all students are being personally challenged to reach their potential.

The general feeling by involved parents at Westmount is that the program is still evolving and improving and is the right school for their student to attending.

Appendix H

REPORT TO THE BOARD FROM THE TEACHERS AT WESTMOUNT

At a recent staff meeting, the teachers at Westmount were invited to evaluate the program and write down their comments. In small groups the teachers discussed and recorded what they felt were the most important results of the program as it related to both students and teachers. The following data were then collected and organized by a committee of three teachers from the school. The curriculum is the same throughout the city but the delivery of the curriculum is very different at Westmount. As a result, the most prominent differences lie in the relationships between students and teachers and they are therefore noted in the Affective Domain. However, the improvement in these relationships result in improvements in the Cognitive Domain.

AFFECTIVE DOMAIN

COGNITIVE DOMAIN

Teachers/Students

- students have ownership of their courses and progress
- therefore less confrontation
- much closer and more personal relationship with teachers
- students and teachers are partners working together toward same goals
- opportunity for individual coaching

- program can be modified readily for students according to ability
- know students better and can deal with strengths and weakness appropriately, differentiation of program based on individual need
- know quickly when student falling behind because of monthly report cards
- higher marks among students in general level courses
- constant revision of learning guides to meet current educational philosophy
- higher success rate for exceptional students

Teacher/Teacher

- share problems, not isolated, team building, better morale

- more inter-department discussions of awareness of curriculum
- greater collaboration leads to further integration

Student/Student

- high degree of friendship, tolerance, sense of community
- system is humane because of high degree of personal interacton
- improved co-operation between students
- more successful peer tutoring
- aggression level is at an all time low
- students feel less intimidated

- students discuss progress among themselves
- lots of discussion about work in progress and how next to proceed
- students monitor each other and discuss levels of success

A number of comments were related to the 'individual" at Westmount, both student and teacher. We categorized these comments under the headings of Self/Teacher and Self/Student. These comments cover both the Affective and Cognitive Domains.

Self/Student

- students assume ownership of their work
- strong sense of responsibility
- there are no excuses, student in charge
- program encourages independence
- more enthusiasm generated when courses are completed
- more students finishing early (it has become of their goals)

Self/Teacher

- destreaming less onerous because teachers more adaptable to change
- less stress
- lots of interaction among staff discussing student progress
- talk to teachers in other departments
- successes of student very satisfying
- discuss strategies to more effectively deliver curriculum

SUMMARY

One of the key points made by the staff was the recognition that because of the flexibility and adaptability of the program, many of the pressures felt in other schools are eliminated. Deadlines relevant in a traditional school do not apply at Westmount. If a students has suffered a long illness there is no problem; they simply pick up where they left off. The important point here is that students must complete the whole course in order to get the credit. There is a high degree of communication between the teachers and parents which contributes to the success of the students. The role of the Teacher/Advisor has made such communication and co-operation possible. We believe students have made progress socially as a direct result of the program. There is time for them to grown. As the manager of the Connaught Hotel pointed out, "Westmount students are the best behaved group he has ever had." As a police officer at a school dance stated, "Superb behaviour! Why do you need us?" Although we are not totally free of problems, we the teachers at Westmount, own the program and can claim a degree of enthusiasm over its success. As out students have told us, we are the best and safest school in the city. Andrea Robertson's leadership has made this school possible.

To whom it may concern;

Now having experienced a semester of university, it is evident how the "1990 program" at Westmount Secondary school has contributed to our success thus far. There are many ways that the system has helped us adapt to university life. They are as follows:

-- **The system has taught us to organize and utilize our time effectively.**

-- **By giving us more choices in our work day the system has made us more responsible.**

-- **By teaching us how to organize and use our time the system has offered us more social advantages.**

-- **The system has taught us to excel and get ahead in the subjects which we find easier, and to work harder and spend more time in the subjects which we have a harder time with.**

-- **The 1990 program also gave us the opportunity to fast-track.**

Dwayne Boecker (1st year McMaster Phys. ed)
John Parise (1st year McMaster Phys. ed)

WESTMOUNT AND THE COMMON CURRICULUM INITIATIVE REPORT

"HOW HAVE WE CHANGED IN ORDER TO IMPLEMENT THIS INITIATIVE?"

A. Communication with the Community

Additional contact was made with the Parents of children in our grade 8 feeder schools:

1. Meetings held at the feeder school for parents.
2. Meetings held at Westmount, in the evening, for parents.
3. Development and distribution of a Westmount handout explaining destreaming for parents.
4. Meeting of grade nine parents in small groups to answer questions. This followed their daughter/sons first month of destreaming.
5. Other information sessions for parents as was the norm in previous years ie. Parent's Night, T.A. Night etc.

B. Curriculum

1. There were very few changes to the grade nine program except for Destreaming. This was required by the Board's Program Department.
2. Those changes that did occur were filtered through a Transition years Committee that included parent and feeder school representatives.
3. Grade nine Learning Guides/Courses were re-written as destreamed courses, by staff, during May - August (1993) and implemented in September.

C. Instruction

1. Westmount teachers have added most of the teaching strategies indicated in the Common Curriculum to their existing strategies. This occurred as Westmount implemented it's self paced program.
2. The staff continued to be in serviced through Professional Development at staff meetings. For example, Active Learning or Spady's Outcome Based Education provided information for departments in their review of Learning Guides.
3. A Transition Years Committee was established and included Parent and Feeder School representatives.

D. Evaluation/Report Cards

1. Minor changes occurred. Those changes that were made were filtered through parent and feeder school representatives on the Transition Years Committee.
2. The existing report card was used with a complimentary second page that provided additional information for the parent.

REPORT TO THE BOARD OF EDUCATION
February 3, 1994

Principal's Summary

Each year a "Year End Review" has been conducted in the form of a Stop, Start, Continue Activity involving students, staff, and parents. As a result of this review, changes have been made in our program. These changes have been reported to students, staff, and parents n a "Year End Report".

As the school moved toward full implementation, the changes for staff, students, and parents were considerable. As we move toward the 21st Centrury, it is important that the school plan ahead so that the constant changes that are offered at our occurring in our society are reflected in the education offered at our school. It is hoped that these changes can and will be made at a reasonable rate of change. In order to accommodate the vision of the education needs for the 21st Century, a Visionary Committee has been formed at the school. This committee is composed of staff, parents, a program department representative, an Area Office representative, and a trustee. This committee is presently engaged in developing a vision for the year 2000 and beyond. A gap analysis between this vision and the present Westmount program will be conducted and strategic plans will then by made to keep the school moving towards the long range vision.

At Westmount, we are committed to the involvement of parents in the decision-making of our school. To accommodate this, we presently have parents serving on many of our standing committees and we are actively implementing a Parents' Council. The work of the Visionary Committee along with the support of the Parents' Council will set in motion a process that will allow for constant review of long range as well as short range plans. These plans must meet the needs of the Ministry of Education and the Hamilton Board of Education as well as the constantly changing needs of our students.

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. Adamson (Chairman); Trustees Bishop, Mulholland, Patenaude and Allen; Mesdames Dalziel, Kerr Jaskiewicz, Kadar, Kappheim and Trott; Messrs. Billingsley and Shields; Dr. Newberry.

Officials
Present: E. Bond, Superintendent of Program
J. Tomlinson, Co–ordinator of Special Education

The Committee recommends:

ELEMENTARY/SECONDARY

1. a) That the Correspondence dated January 1994 from Parents of Children with Autism/Pervasive Developmental Dissorder (PDD) be referred to the Senior Officials for a report to be brought back in May, 1994.

b) That a meeting be arranged with the Chedoke–McMaster PDD Team, Parents of Children with Autism/PDD and appropriate officials.

Respectfully submitted

DR. I. ADAMSON
Chairman

Lower Auditorium
1994 01 19

TO: Special Education Advisory Committee
Hamilton Public School Board

FROM: Parents of children with Autism/PDD

DATE: January 1994

We have reviewed the report submitted by Senior Management to SEAC in November 1993 in response to our correspondence of June 1993. Some outstanding issues raise points of law. We have retained the Toronto law firm of Gowling, Strathy & Henderson to render a legal opinion on these issues, and their memorandum of law is enclosed for your assistance.

This legal opinion deals with the propriety of members of the PDD Team at Chedoke Hospital stating their views on the appropriate educational placement of children with autism/PDD whose placements are considered by IPRCs.

It also addresses the legal obligation of the Hamilton Public School Board to employ sufficient numbers of educational assistants to meet the needs of the exceptional students in their schools.

There are additional concerns that remain unresolved. In the November 1993 response to our concerns there is reference (page 8) to a variety of resource supports available to schools throughout the Hamilton School Board. The resources listed include:

-psycho-educational consultants, adjustment consultants and social workers with behavioural training;
-behavioural teams;
-speech/language pathologists developing and implementing programs for both verbal and non-verbal autistic students; and
-augmentative communication teams.

We are having difficulty finding parents who are aware of these resource supports being used on behalf of their children. In fact, parents are being told by teaching staff that they do not have resource help to draw on for assisting with the autistic/PDD students' behavioural, communication and social difficulties. There are still instances where parents are asked to keep a student at home for days at a time because the teacher does not know how to cope with such difficulties.

The PDD Team at Chedoke continues to receive requests from teaching staff to provide precisely these types of resources, with the explanation that such services are not available to them within the school system.

So that the individuals providing the resources referred to by Hamilton Public School Board's Senior Management can be reached by those needing their assistance, we propose that the school board prepare a list of the individuals providing each type of service, and how they can be reached by telephone. This list should be provided to each teacher with a child with autism/PDD in his/her classroom, as well as to the school principal. As the parents of these children, we also want to stay abreast of which individuals within the school system are available to provide services to our children and their teachers, and so request that this list be made available to our group as well.

Since the PDD Team at Chedoke continues to get requests for these services, we also suggest that this list be provided them, so they can refer school staff approaching them to the appropriate resources within the school board.

In presenting Senior Management's report to SEAC in November 1993, Mrs. Elizabeth Bond requested that parents give notice of whom they intend to bring to an IPRC. We certainly have no objection to that, but

would appreciate it if the same courtesy were exercised by schools, i.e., that parents receive advance notice as to whom school authorities have requested be in attendance at the IPRC. There are occasions at present where parents arrive at IPRCs to discover professionals, in some cases numerous professionals, present of whose participation parents were given no advance notice.

To ensure consistency in this practice across the school board, we recommend that the Hamilton Public School Board institute as required standard practice that IPRC notice provisions inform parents not only of the date and location of an IPRC, but also which individuals school personnel have requested be in attendance at the IPRC.

We appreciate the opportunity for sharing these recommendations with you.

[enclosure]

GOWLING, STRATHY & HENDERSON
BARRISTERS & SOLICITORS • PATENT & TRADE MARK AGENTS

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Christopher J. Pibus
Direct Line: (416) 862-5737
Secretary Line: (416) 862-3571
File:

January 17, 1994

MEMORANDUM

TO: Parents of Children with Autism/PDD in the Hamilton Public School Board

FROM: Christopher J. Pibus

DATE: January 17, 1994

SUBJECT: Review of Hamilton Public School Board Policies

In accordance with your instructions, I have prepared an analysis with respect to two issues which have arisen regarding students with autism/PDD in the Hamilton Public School Board:

1. The role of professionals from outside the school system in the context of Identification Placement and Review Committee meetings, and in particular, whether it is appropriate for outside professionals to make recommendations about educational placements for the children in question;
2. The legal obligations of the School Board to provide educational assistants.

I. Role of Outside Professionals in IPRC's

We understand that in November 1993, senior management of the Hamilton Public School Board wrote to the SEAC suggesting that it was inappropriate for staff from the Pervasive Developmental Disorders team at Chedoke Hospital to be recommending particular educational placements for children with special needs. We also understand that board personnel have suggested that it may be illegal for professionals outside the school board to make such recommendations.

In our opinion, it is improper for the Board to take this position as it runs contrary to the obligations set out in the Education Act, and the regulations which govern IPRC proceedings. We note that the regulations require the IPRC to provide, as its first function, "a written statement of (i) the identification it has made of the **needs**

of the pupil" (emphasis added). It is significant that the regulations speak about identifying the "**needs**" of the pupil; this would appear to mean that the Committee cannot simply identify an exceptionality with a label; rather the Committee must determine what are the particular needs of the child in question.

In dealing with children with autism/PDD, it is apparent that the analysis of "needs" will be extremely complex, in that the disorder covers a wide range of symptoms, including many uneven areas of strengths and weaknesses which would not be encountered in other children. In light of the complexity of the problem, there are very compelling arguments to suggest that expertise such as that offered by the Chedoke team is necessary and highly relevant.

Reference can also be made to the particular kind of expertise which is available through the Chedoke team. We understand that in the area of autism/PDD, the Chedoke professionals are in the very first rank in terms of abilities and experience in Ontario and indeed Canada. The international reputation of the team, and particularly its directors, means that the Hamilton Public School Board ought to be particularly receptive to information from this source. Accordingly, on this analysis, input from the Chedoke team ought to be considered not only because of the complexity of the disorders in question, but also because of the expertise the outside professionals are able to bring to bear on these children and their situations.

The IPRC regulations also require the IPRCommittee to make a recommendation in respect of the "placement of the pupil". This determination is closely linked, and in fact ought to follow from, the determination of needs. All of the arguments raised above, confirming the appropriateness of the Chedoke team's involvement, are also applicable to this part of the Committee's function. The expertise of outside consultants is arguably very important to the determination of placement, in that this is the context in which many of the so-called myths about autism have a lingering effect. For example, we understand that it was common to claim that autistic children are not mimetic, and that therefore they would not benefit from integrated placements, because they could not or would not imitate their peers. This sort of approach has been proven by the literature in the field to be wrong headed; current research on this sort of issue is absolutely crucial to proper IPRC determinations, and it is the outside professionals who can bring this sort of current research forward. Once again, the expertise of the Chedoke team means that their input on the placement issue can be extremely probative.

Further, we understand that the Chedoke team has operated its own pre-school for a number of years, and accordingly they have developed expertise not only in terms of psychological assessment but also assessment of the child in an educational setting.

In general terms, the IPRC regulations do not dictate exactly what evidence can or should be brought forward at the IPRC hearing. The regulations do contemplate formal educational assessments, health assessments and psychological assessments, which the Committee can obtain and consider. No specific reference is made to "outside" professionals. Lacking its own code of procedures, the IPRC will be bound by notions of procedural fairness, which the Courts have evolved over the course of many years. It is fundamental to the notion of fairness that a decision-making body must consider relevant evidence which is put before it, whether that evidence originates with the institution or the individual. From a legal perspective, it is inconceivable that a Court would allow a body such as an IPRC to refuse to consider a report from an outside professional, simply because the report or information comes from outside the Board itself. On this analysis, it would be entirely improper for school personnel or IPRC's to attempt to dissuade or prevent outside professionals from stating their views as to placement or needs of an exceptional child. In our opinion, this sort of misconduct would give rise to a successful court application for judicial review of any decision rendered.

There are a number of different legal remedies which are available to review a decision of the IPRC, or to direct that the IPRC reconsider its findings. The facts of each case will indicate which remedies are most suitable for each particular situation.

II Educational Assistants

I understand that you asked the Hamilton Public School Board, in correspondence dated June 1993 to "reconsider their decision to reduce the number of educational assistants, to enable the Hamilton Public School Board to discharge its legal obligations to exceptional children under the Education Act". Apparently, senior management of the Board rejected your recommendation in November 1993. We further understand that there is a shortage of educational assistants in the Board at the present time, with the result that at least one family has been told that if their child is to receive an assistant, it means that another needy child will have their assistant removed. In other words, it appears that at the present time there are not sufficient numbers of educational assistants to meet the needs of all students in the Board who require this form of assistance.

Our analysis focusses on the statutory requirements which govern how the Board must treat its students. By statutory definition, an exceptional pupil is entitled to an education program that has specific objectives and educational services that meet his/her needs (Education Act, Section 1(1)(63)). The special education services that must be provided are, again by statutory definition, those necessary for developing and implementing the special education program. In other words, the services are

those necessary for meeting the students' needs (Education Act, Section 1(1)(64)). Special education services are defined with specific reference to "support personnel" (as well as facilities, resources, and equipment). A definition of support staff would reasonably include educational assistants, which is contrary to the implication in the senior management response of November 1993.

The combined effect of these statutory provisions is to entitle an exceptional pupil not only to a program that meets his/her needs, but also to the services necessary for implementing and developing such a program. It is arguable that for some students, an educational assistant is necessary to achieve the statutory goal.

This is particularly true for students with autism/PDD; it will often be the case that meeting the needs of these students will require educational assistants, whether the students are educated in integrated or self-contained classrooms. The particular problems of autistic students -- such as attention deficits, comprehension problems in a group, perseverative tendencies, a tendency to wander off, difficulties in expression etc. -- make it clear that educational assistants will often be necessary. The School Board has apparently adopted a method of allocating educational assistants across the Public School system, which includes ranking different kinds of needs exhibited by exceptional pupils. We understand that the process begins with a particular number of educational assistants who are assigned to pupils based on a ranking of four different types of needs. Safety needs of an exceptional pupil were given the highest priority, while academic needs were ranked further down the list. Students whose needs fell within the most highly ranked priorities had educational assistants assigned to them first. In this ranking system, once you get to the bottom of the list, it appears that there are no educational assistants left to be assigned to some students.

It is arguable that ranking the needs of exceptional students in this way is contrary to law, if it means that the needs of some students are not met. It is clear from the wording of the statute that meeting the needs of the exceptional pupil is an unqualified duty and responsibility of the Board. It is contrary to law to fail to supply an educational assistant because an insufficient number of assistants are employed by the Board to meet the needs of all its exceptional pupils. If the Hamilton Public School Board must cut back on services because of its difficult financial situation, it will have to do so in accordance with the law. Services which are required by law, such as providing support personnel to meet the needs of exceptional pupils, can not be compromised. Many forms of financial restraint can be implemented without contravening the law, whether they involve reducing the number of administrators or reducing transportation costs etc. Failing to meet the needs of exceptional pupils by removing educational assistants is not the appropriate way to implement cut backs, as it means that the Board will be violating its statutory duty to its pupils.



WIN WITH WESTMOUNT



DID YOU KNOW THAT AT WESTMOUNT:

Appendix M



- 100 students participated in math contests last year and finished second in the city?
- we have graduates like Jim Witter and Tony Azulay and other graduates who star in Miss Saigon and at Stratford?
- we have more finalists and city championships in the athletic program per capita than any other school in the city?

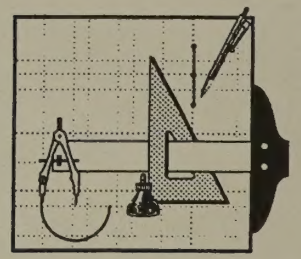


- our Jazz Band won a silver medal in a cross-Canada competition last year?
- our marks are 5% higher than the city average and our failure rate is less than 5% overall?
- we are a "Learning Village" where teachers share the responsibility and decisions related to learning with students and, thus, the usual conflicts over control are greatly reduced?
- our self-paced, individualized program is uniquely designed to develop graduates who have had an opportunity to develop time management skills and to become self- starters - two values greatly appreciatd by employers?

- students can work at a pace that allows them to attain more credits than would be possible in any other program?
- graduates have developed computer literacy skills because the use of computers is integrated throughout the curriculum?
- students gave 269 donations of blood to the Red Cross over 2 years?
- our individualized self-paced program creates the flexibility to enable all students - including the gifted and those with learning disabilities - to meet their needs?



- our program has been cited as a model for the future at numerous conferences including ones at McMaster University and Mohawk College?
- our Junior "Academic Challenge" Team was tops in the 5 Area Boards and, while competing against seniors, was able to reach the semi-finals?



Q: Do I have to attend classes?

A: You are expected to be in school and in class every day unless you have permission from your parent to be absent (under 18). You will be given a timetable that designates a course for each of the four time frames (3 in some cases). You are expected to follow this timetable and be in each of these classes every T-day (Monday and Thursday). On non T-days, you are still expected to be in a class for each of these time frames. However, in most cases you have some flexibility as to each class you attend in each time frame. In other words, you have the option of spending more or less time in each of your courses according to your personal needs - BUT you are must be in one of your classes. This requires special planning. If you are in a Grade 9 class, you do not have the privilege of flex time until it is negotiated. Also some students lose their flex-time privileges if they are abusing the system.

Q: What happens if I abuse the system (i.e. skip classes or do no work)?

A: You will be interviewed by your TA and/or administrator and/or counsellor. Your parent may also be involved. You might be put on a designated timetable (lose flex time privileges), withdrawn from a course, put on a contract, suspended from school, or withdrawn from the school In the long run however, the natural consequences, will result in your lack of success in receiving credits and, if you wish to earn a diploma, you will end up spending more years in school - not fewer.

Q: Do universities and colleges accept Westmount graduates?

A: Yes. In fact, Westmount has been cited as a model for the future at a conference both at MacMaster University and at Mohawk College.

Q: How is progress reported to the home?

A: There is a progress report taken home every month. This allows parents to compare the number of units completed from one month to the next.

Q: Is Westmount just for highly motivated students?

A: No. The Westmount program enables highly motivated students to "spread their wings and fly" but we feel that it is essential that all students learn to be self-motivated and our program can help students to become self-motivated, self-directed problem solvers.

WESTMOUNT SECONDARY



COMMONLY ASKED QUESTIONS

Appendix L

Q: Does Westmount offer the same courses as other schools?
A: Yes. All courses offered at Westmount must meet Ministry of Education requirements and a full range of courses are offered.

Q: If I finish a course early what do I do?
A: There are several options available to you. You might start another course or use that time to work on one of your other courses to enable you to finish it on time. You might also do a quest program in which you do more in depth work on a segment of a course already taken for additional credit.

Q: If I don't finish a course by the end of the semester what happens?
A: You continue with that course until it is finished. However, you must delay the beginning of another course until this one is completed. You can only work on four courses at a time.

Q: What help is available to me if I am having difficulties?
A: You will have a teacher advisor who can help you with general concerns and will help in monitoring your overall progress. You will also have a teacher assigned to you for each course you take. You will know when that person is available for assistance. Any other teacher in the same department will probably be able to help you as well. In addition, you will have a canceller in student services who can help you with career choices., course selection, and personal concerns. One of the administrators is part of a team assigned to assist you along with office staff and support staff.

Q: If I don't get along with my T.A. can I change to another one?
A: Your relationship with you T.A. is a vital part of your learning process. If you feel it is necessary to change your T.A., you can see your councillor in student services and your concerns will be seriously addressed.

Q: How am I evaluated at Westmount?
A: A variety of evaluation strategies are used as in any other school. Although most students write final exams at the same time during the formal exam period, Tests and exams may be written when you are ready to write them (except for O.A.C.'s).

Q: Does Westmount have teams, dances, etc?
A: Yes. In fact Westmount has a wide variety of extracurricular activities and our students do extremely well in inter-school competitions.

Q: Do Students at Westmount do as well as students in other schools?
A: The average mark for Westmount students is 5% higher than the average mark in the city, and the failure rate is less than 5%. As in any other school, students are not successful for a variety of reasons. Generally speaking, any student who wants to be successful and is willing to put in an honest day's work can be successful at Westmount. Regular attendance is also an important factor in success.

Q: What are the benefits for a student who graduates from Westmount?
A: As well as receiving a diploma, a Westmount graduate will have learned some important life skills such as time management, problem solving, decision making, and learning to be a self starter. These skills are vital to a person after secondary school - whether the destination be the world of work, community college, or university.

Q: Does a student at Westmount work as hard as a student in another school?
A: If you expect to be successful , you will likely work harder. You must complete all requirements of the course and, you will be more actively involved in the learning process than you would be in a teacher centred classroom.

Q: Do the teachers at Westmount teach?
A: You will not find teachers teaching many lessons in the traditional method (teacher in front of a class of 28 students). However, the teachers are teaching students on a one to one basis, in small groups, as well as in some traditional type lessons (but usually in smaller groups).

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GOVERNMENT DOCUMENTS

AGENDA

PROGRAM COMMITTEE

1994 03 03

Confirmation of the minutes of the regular meetings of 1994 01 13 and 1994 02 03.

GENERAL

NEW BUSINESS:

1. Adult and Continuing Education 1993 Annual Report — **Pages 1 to 18**
2. Annual Report on the Environmental Policy — **Pages 19 to 28**
3. Request for a Report on Ontario Academic Credits (O.A.C.) Numbers – Trustee Bishop — **Pages 29 to 30**
4. April and May Meeting Dates
5. Report of the Child Care Committee — **Page 31**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report on the Evaluation of Program and Student Achievement at the End of Grade 8 Core French: June, 1989 to June, 1992 — **Pages 32 to 63**
2. Status Report: Planning for Pilot Student Health Centre — **Pages 64 to 69**

Date: 1994 03 03

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: Adult and Continuing Education 1993 Annual Report

Report: Information/Decision

Background

Recommendation #37 from the minutes of the Development Committee, 1991 09 05 and approved by the Board, stated that an annual report be prepared for each March prior to the Budget Review meetings providing the Senior Administration and Trustees with an ongoing update regarding the overall effectiveness and economic viability of each of the programs within the Adult and Continuing Education Department.

Issue

To continue to examine every means to reduce the deficit while, at the same time, maintaining a quality program for our clients.

Recommendations

1) That the Adult and Continuing Education 1993 Annual Report be received for information.

2) The Principal of Adult and Continuing Education review the Independent Study delivery and report back to the Program Committee by April, 1994.

3) The Principal of Adult and Continuing Education review the Dofasco Project and Report back to the Program Committee by April, 1994.

Rationale

- The Executive Summary - Appendix I
- 1993 Annual Report - Appendix II
- 1992 Annual Report - Appendix III

Executive Summary

- On April 4, 1991, the Adult and Continuing Education Action Team made its report to the Development Committee outlining a delivery model for the future that was both financially responsible and educationally sound.

- The Adult and Continuing Education Department has implemented that plan and has been able to substantially reduce that operating deficit.

- The credit granting programs continue to operate in a deficit position. Those programs include Summer School, Evening School, Independent Study and the Dofasco Project.

- On November 9, 1993, the Board passed the following recommendations to reduce the deficit in the Summer and Evening School Programs.

Summer School

- Summer School will be offered in two locations.
- The minimum class size be raised from 15 to 25.

Evening School

- Two Evening School sites be closed effective February, 1994. Those schools are Glendale and Delta.
- The minimum class size be raised from 15-20.

- In April, 1993, the Government of Ontario announced that effective September, 1993, funding for Adult Basic Literacy and Numeracy would be the responsibility of the Literacy Branch under a project format.

- As a result of the new funding model the Adult and Continuing Education Department delivers the A.B.E. program in six locations at no cost to the Hamilton Board of Education.

- There exists the possibility that the English as a Second Language Program could also be funded under the project format. This would have a profound negative effect on our financial position.

- RE: E.S.L. and the Deficit

  The E.S.L. program is grant rich and provides a healthy surplus for the Board. The 1993 surplus is less than the 1992 surplus because three new programs were started that resulted in immediate salary increases without the off-setting revenue. As a result our overall deficit for program delivery for 1993 is larger than expected.

- The attached financial statements reflect our revenues and expenditures for 1993 with the comparative figures for 1992.

Appendix II

ADULT AND CONTINUING EDUCATION 1993 ANNUAL REPORT

ADULT AND

CONTINUING

EDUCATION

1993

ANNUAL REPORT

1992				1993			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
BRIARWOOD ADULT CENTRE							
Independent Study	520	Salary 52,966.40 Supplies/Services 11,424.03 64,390.43 Surplus/Deficit	30,627.49 (- 33,762.94)	Independent Study	790	Salary 78,581.15 Supplies/Services 4,734.94 83,316.09 Surplus/Deficit	45,979.66 (- 37,336.43)
Adult Basic Education	76	Salary 58,454.29 Supplies/Services 2,899.02 61,353.31 Surplus/Deficit	51,606.75 (- 9,746.56)	Adult Basic Education (January to July only)	65	Salary 50,853.32 Supplies/Services 3,165.60 54,018.92 Surplus/Deficit	45,568.83 (- 8,450.09)
Modified Adult Basic Education	11 a.m. 11 p.m.	Salary 42,616.28 Supplies/Services 1,932.68 44,548.96 Surplus/Deficit	36,688.81 (- 7,860.15)	Modified Adult Basic Education (January to June morning only)	11	Salary 23,438.95 Supplies/Services 620.60 24,059.55 Surplus/Deficit	20,200.15 (- 3,859.40)
English As A Second Language	21	Salary 16,648.97 Supplies/Services 1,709.56 18,358.53 Surplus/Deficit	13,587.14 (- 4,771.39)	English As A Second Language	18	Salary 17,242.67 Supplies/Services 1,584.80 18,827.47 Surplus/Deficit	27,196.85 + 8,369.38
MARY KARL ADULT CENTRE							
Adult Basic Education	95	Salary 69,410.48 Supplies/Services 4,244.68 73,655.16 Surplus/Deficit	82,922.18 + 9,267.02	Adult Basic Education (January to July only)	178	Salary 47,513.98 Supplies/Services 601.62 credit 46,912.36 Surplus/Deficit	54,168.00 +7,255.64

1992				1993			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
MARY KARL ADULT CENTRE							
Independent Study	220	Salary 34,066.04 Supplies/Services 35.53 34,101.57	31,078.89	Independent Study	257	Salary 33,625.53 Supplies/Services 608.72 credit 33,016.81	25,233.26
		Surplus/Deficit	(- 3,022.68)			Surplus/Deficit	(- 7,783.55)
SOUTHVIEW ADULT CENTRE							
Independent Study	220	Salary 48,780.19 Supplies/Services 2,012.59 50,792.78	30,650.06				
		Surplus/Deficit	(- 20,142.72)				
Adult Basic Education	93	Salary 41,789.40 Supplies/Services 2,098.85 43,888.25	39,429.75				
		Surplus/Deficit	(- 4,458.50)				
English As A Second Language	6	Salary 4,007.20 Supplies/Services 187.82 4,195.02	1,918.45				
		Surplus/Deficit	(- 2,276.59)				

1992				1993			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
EVENING SCHOOL -- ADULT BASIC EDUCATION							
1	34	Salary 4,885.36 Supplies/Services 954.60 5,839.96 Surplus/Deficit	4,536.57 (-1,303.39)	1 (January to June only)	February '93 24	Salary 5,178.08 Supplies/Services 95.88 5,273.96 Surplus/Deficit	5,529.65 + 255.69
EVENING SCHOOL -- CREDIT							
4	February 1992 Delta 601 Scott Park 610 Westdale 273 Westmount 439 1923 September 1992 - Nil	Salary (Teachers) 315,154.71 Supplies/Services 18,920.71 334,075.42 Surplus/Deficit	338,392.01 (- 4,316.59)	4	February '93 1582 September '93 1151	Salary 389,931.90 Supplies/Services 16,081.42 406,013.32 Surplus/Deficit	379,266.28 (-26,747.04)
EVENING SCHOOL -- GENERAL INTEREST							
6	February '92 852 September '92 Nil	Salary (Teachers) 48,929.66 Supplies/Services 14,864.88 63,794.54 Surplus/Deficit	55,504.41 (- 8,290.13)	5	February '93 703 September '93 790	Salary 73,130.77 Supplies/Services 9,484.77 82,615.54 Surplus/Deficit	107,088.18 + 24,472.64
EVENING SCHOOL -- ENGLISH AS A SECOND LANGUAGE							
4	February '92 83 September '92 Nil	Salary (Teachers) 12,892.43 Supplies/Services 2,753.01 15,645.44 Surplus/Deficit	16,453.53 + 808.09	3	February '93 86 September '93 66	Salary 12,295.51 Supplies/Services 714.83 13,010.34 Surplus/Deficit	16,430.96 + 3,420.62

1992				1993			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
GENERAL INTEREST DAY CLASSES							
3	1012	Salary (Teacher) 44,950.90 Supplies/Services 2,451.26 47,402.16	52,821.12	2	1369	Salary 47,732.79 Supplies/Services 4,505.91 52,238.70	56,623.24
		Surplus/Deficit	+ 5,418.96			Surplus/Deficit	+ 4,381.54
SUMMER SCHOOL							
3	2412	Salary 412,947.82 Supplies/Services 6,284.15 419,231.97	392,606.06	2	1676	Salary 290,538.34 Supplies/Services 10,190.13 300,728.47	287,535.63
		Surplus/Deficit	(- 26,625.91)			Surplus/Deficit	(- 13,192.84)
DRIVER EDUCATION							
2	326	Salary 11,982.56	20,042.16	2 (January to July only)	184	Salary 8,402.68 Supplies/Services 644.81 9,047.49	12,797.19
		Surplus/Deficit	+ 8,059.60			Surplus/Deficit	+ 3,749.70
HERITAGE LANGUAGE							
16	2196	Salary 203,370.93 Supplies/Services 5,871.17 School Rentals 7,670.25 216,912.35	265,044.75	16	1909	Salary 230,187.81 Supplies/Services 18,960.32 249,148.13	296,525.50
		Surplus/Deficit	+ 48,132.40			Surplus/Deficit	+ 47,377.37

1992				1993			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
ENGLISH AS A SECOND LANGUAGE							
5	540	Salary 331,785.06 Supplies/Services 6,397.89 Rentals 6,034.90 344,217.85 Surplus/Deficit	530,936.68 + 186,718.83	8	595	Salary 375,297.68 Supplies/Services 12,684.64 387,982.32 Surplus/Deficit	508,998.64 + 121,070.32
ARC INDUSTRIES/SALVATION ARMY							
				4 (January to August only)	125	Salary 61,025.93 Supplies/Services 370.39 61,396.32 Surplus/Deficit	71,027.79 + 9,631.47
DOFASCO							
				1	40	Salary 15,635.51 15,635.51 Surplus/Deficit	5,055.68 (- 10,579.83)

SUMMARY OF EXPENSES & REVENUE

1992		
PROGRAM	**EXPENSES**	**REVENUE**
Briarwood Adult Centre	188,651.23	132,510.19
Marty Karl Adult Centre	107,756.73	114,001.07
Southview Adult Centre	104,651.38	71,988.26
Evening School	419,355.35	414,886.52
E/S Administration	78,983.32	
General Interest - Day	47,402.16	52,821.12
Summer School	419,231.97	392,606.06
Driver Education	11,982.56	20,042.16
Heritage Language	216,912.35	265,044.75
English As A Second Language - Day	344,217.85	530,936.68
Advertising	61,690.59	
Continuing Education Capital Purchase	16,136.57	
	2,016,972.07	1,994,836.81
	Deficit - 22,135.26	

Adult and Continuing Education Department

Salaries - Administration	193,511.00
Secretaries	97,309.00
	290,820.00

1993		
PROGRAM	**EXPENSES**	**REVENUE**
Briarwood Adult Centre	180,222.03	138,945.49
Marty Karl Adult Centre	79,929.17	79,401.26
Evening School	506,913.16	508,315.07
E/S Administration	91,061.38	
General Interest - Day	52,238.70	56,623.24
Summer School	300,728.47	287,535.63
Driver Education	9,047.49	12,797.19
Heritage Language	249,148.13	296,525.50
English As A Second Language - Day	387,982.32	508,998.64
Advertising	63,808.70	
ARC Industries/ Salvation Army	61,396.32	71,027.79
Dofasco	15,635.51	5,055.68
	1,998,111.38	1,965,225.49
	Deficit - 32,885.89	

Adult and Continuing Education Department

Salaries - Administration	173,077.51
Secretaries	63,526.58
	236,604.09

APPENDIX III

Briarwood Adult Learning Centre
1842 King Street East
Hamilton, Ontario
1993 05 11

To The Chairperson and Members
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

RE: Adult and Continuing Education 1992 Annual Report With Comparative Figures for 1991

Recommendation

That this report be accepted for information only.

Prepared by: R. Leedale, Principal
Adult and Continuing Education
M. Donaldson, Administrative Assistant
Adult and Continuing Education

Submitted by: E. Bond
Superintendent of Program

Approved by: D. G. odridge
Director of Education

SUMMARY

- The Adult and Continuing Education 1992 Annual Report was presented to the Operations Management Committee on March 9, 1993

- That report outlined the recommendations suggested by the Action Team to reduce a significant deficit including:

  - Restructuring of the Department
  - Consolidation of Programs
  - Closure of some Programs
  - Staff Redirection

- The attached financial statements preview the 1992 figures and present the 1991 figures to indicate the cost savings over the past year

- Future Annual Reports will be presented with this format to allow a review of the previous year

1991				1992			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
BRIARWOOD ADULT CENTRE							
				Independent Study	520	Salary 52,966.40 Supplies/Services 11,424.03 Advertising 9,474.56 73,864.99 Surplus/Deficit	30,627.49 - 43,237.50
				Adult Basic Education	76	Salary 58,454.29 Supplies/Services 2,899.02 Advertising 9,474.56 70,827.87 Surplus/Deficit	51,606.75 - 19,221.12
				Modified Adult Basic Education	11 a.m. 11 p.m.	Salary 42,616.28 Supplies/Services 1,932.68 Advertising 3,079.23 47,628.19 Surplus/Deficit	36,688.81 - 10,939.38
				English As A Second Language	21	Salary 16,648.97 Supplies/Services 1,709.56 Advertising 1,658.06 20,016.59 Surplus/Deficit	13,587.14 - 6,429.45
MARY KARL ADULT CENTRE							
Adult Basic Education	93	Salary 77,940.12 Supplies/Services 2,570.03 80,510.15 Surplus/Deficit	99,240.29 +18,730.14	Adult Basic Education	95	Salary 69,410.48 Supplies/Services 4,244.68 73,655.16 Surplus/Deficit	82,922.18 + 9,267.02

1991				1992			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
MARY KARL ADULT CENTRE							
Independent Study	184	Salary 43,443.17 Supplies/Services 2,570.02 46,013.19 Surplus/Deficit	22,931.12 -23,082.07	Independent Study	220	Salary 34,066.04 Supplies/Services 35.53 34,101.57 Surplus/Deficit	31,078.89 -3,022.68
SOUTHVIEW ADULT CENTRE							
(January - June 1992 Note: Adult Basic Education includes Modified Adult Basic Education Class September to December 1991. This class operated at Fairview January - August 1991. English As A Second Language class is September to December 1991 only as class operated at Fairview January - August 1991.							
Independent Study	225	Salary 173,168.43 Supplies/Services 13,536.37 186,704.80 Surplus/Deficit	70,598.96 - 116,105.84	Independent Study	220	Salary 48,780.19 Supplies/Services 2,012.59 50,792.78 Surplus/Deficit	30,650.06 - 20,142.72
Adult Basic Education	102	Salary 85,308.17 Supplies/Services 9,024.24 94,332.41 Surplus/Deficit	88,135.85 - 6,196.56	Adult Basic Education	93	Salary 41,789.40 Supplies/Services 2,098.85 43,888.25 Surplus/Deficit	39,429.75 - 4,458.50
English As A Second Language	6	Salary 5,056.71 Supplies/Services 500.00 5,556.71 Surplus/Deficit	3,182.37 - 2,374.43	English As A Second Language	6	Salary 4,007.20 Supplies/Services 187.82 4,195.02 Surplus/Deficit	1,918.45 - 2,276.59
Advertising		17,362.82		Advertising		5,775.33	

1991				1992			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
GENERAL INTEREST DAY CLASSES							
2	883	Salary 51,543.93 Supplies/Services 6,530.09 Advertising 11,026.30 69,100.32 Surplus/Deficit	 - 31,493.57 - 37,606.75	3	1012	Salary 44,950.90 Supplies/Services 2,451.26 Advertising 7,359.91 54,762.07 Surplus/Deficit	 52,821.12 - 1,940.95
EVENING SCHOOL -- CREDIT							
4	February 1991 Delta 522 Scott Park 505 Westdale 218 Westmount 582 1827 September 1991 Delta 382 Scott Park 343 Westdale 171 Westmount 324 1220	Salary (Teachers) 473,702.69 Salary (Administration) 58,774.09 Supplies/Services 22,548.12 Advertising 30,090.91 585,115.81 Surplus/Deficit	 493,673.61 - 91,442.20	4	February 1992 Delta 601 Scott Park 610 Westdale 273 Westmount 439 1923 September 1992 - Nil	Salary (Teachers) 315,154.71 Salary (Administration) 31,593.33 Supplies/Services 18,920.71 Advertising 9,449.23 375,117.98 Surplus/Deficit	 338,392.01 - 36,725.97
EVENING SCHOOL -- GENERAL INTEREST							
9	February 1991 1103 September 1991 1394	Salary (Teachers) 197,633.37 Salary (Administration) 58,774.09 Supplies/Services 22,548.12 Advertising 30,090.91 309,046.49 Surplus/Deficit	 208,625.15 - 100,421.34	6	February 1992 852 September 1992 Nil	Salary (Teachers) 48,929.66 Salary (Administration) 31,593.33 Supplies/Services 14,864.88 Advertising 9,449.23 104,837.10 Surplus/Deficit	 55,504.41 - 49,332.69

1991				1992			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
EVENING SCHOOL -- ENGLISH AS A SECOND LANGUAGE							
4	February 1991 148 September 1991 122	Salary (Teachers) 30,693.05 Salary (Administration) 14,693.53 Supplies/Services 5,637.03 Advertising 7,522.73 58,546.34 Surplus/Deficit	32,275.10 - 26,271.24	4	February 1992 83 September 1992 Nil	Salary (Teachers) 12,892.43 Salary (Administration) 7,898.33 Supplies/Services 2,753.01 Advertising 2,362.30 25,906.07 Surplus/Deficit	16,453.53 - 9,452.54
EVENING SCHOOL -- ADULT BASIC EDUCATION							
1	133	Salary (Teachers) 11,590.01 Salary (Administration) 14,693.52 Supplies/Surplus 5,637.02 Advertising 7,522.73 39,443.28 Surplus/Deficit	11,352.71 - 28,090.57	1	34	Salary (Teacher) 4,885.36 Salary (Administration) 7,898.33 Supplies/Services 954.60 Advertising 2,362.30 16,100.59 Surplus/Deficit	4,536.57 - 11,564.02
SUMMER SCHOOL							
3	2,235	Salary 354,470.54 Supplies/Services 3,593.64 358,064.18 Surplus/Deficit	377,189.56 + 19,125.38	3	2,412	Salary 412,947.82 Supplies/Services 6,284.15 419.231.97 Surplus/Deficit	392,606.06 - 26,625.91
DRIVER EDUCATION							
2	326	Salary 11,441.85 Surplus/Deficit	20,944.96 + 9,503.11	2	326	Salary 11,982.56 Surplus/Deficit	20,042.16 + 8,059.60

1991				1992			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
	HERITAGE LANGUAGE						
15	2,190	Salary 227,000.00 Supplies/Services 8,200.00 School Rentals 10,600.00 245,800.00 Surplus/Deficit	310,241.00 + 64,441.00	16	2,196	Salary 203,370.93 Supplies/Services 5,871.17 School Rentals 7,670.25 Advertising 4,081.51 220,993.86 Surplus/Deficit	265,044.75 + 44,050.89
	ENGLISH AS A SECOND LANGUAGE						
6	890	Salary 312,000.00 Supplies/Services 10,450.00 Rentals 5,000.00 327,450.00 Surplus/Deficit	500,580.00 + 173,130.00	5	540	Salary 331,785.06 Supplies/Services 6,397.89 Rentals 6,034.90 Advertising 2,939.70 347,157.55 Surplus/Deficit	530,936.68 + 183,779.13

SUMMARY OF EXPENSES & REVENUE

1991		
PROGRAM	**EXPENSES**	**REVENUE**
Briarwood Adult Centre	N/A	N/A
Marty Karl Adult Centre	126,523.34	122,171.41
Southview Adult Centre	303,956.74	161,917.18
General Interest - Day	69,100.32	31,493.57
Evening School	992,151.92	745,926.57
Summer School	358,064.18	377,189.56
Driver Education	11,441.85	20,944.96
Heritage Language	245,800.00	310,241.00
English As A Second Language - Day	327,450.00	500,580.00
	2,434,488.35	2,270,464.25
	Deficit - 164,024.10	

1992		
PROGRAM	**EXPENSES**	**REVENUE**
Briarwood Adult Centre	212,337.64	132,510.19
Marty Karl Adult Centre	107,756.73	114,001.07
Southview Adult Centre	104,651.38	71,988.26
General Interest - Day	54,762.07	52,821.12
Evening School	521,961.78	414,886.52
Summer School	419,231.97	392,606.06
Driver Education	11,982.56	20,042.16
Heritage Language	220,993.86	265,044.75
English As A Second Language - Day	347,157.55	530,936.68
Continuing Education Capital Purchase	16,136.57	
	2,016,972.11	1,994,836.81
	Deficit - 22,135.30	

Adult and Continuing Education Department

Salaries - Administration	200,317.39
Secretaries	99,394.11
	299,711.50

Adult and Continuing Education Department

Salaries - Administration	193,511.00
Secretaries	97,309.00
	290,820.00

1994 03 03

TO: **The Chairman and Members**
Program Committee

FROM: **P. Gillie, Superintendent - Administrative Services**
J. Nichol, Environmental / Outdoor Education Consultant
D. O'Connor, Design Engineer
J. Paterson, Senior Accounting Analyst
M. Robinson, Purchasing

RE: **Annual Report on the Environmental Policy**
REPORT: **INFORMATION**

BACKGROUND:

A THE POLICY:

1. The Environmental Policy for the Hamilton Board of Education was approved in October 1990. Our Environmental policy encourages Schools and Departments to act as role models supporting 3R strategies, to analyze current operations and to create programs that instill environmental awareness and values . This policy recognizes the importance of grass roots involvement and linking with the community to make the application proactive and relevant to the school, office and surrounding neighbourhood. (Appendix I)

2. Annual Reports on the implementation of this policy were made in May 1991, February 1992 and March 1993. Recommendations in the 1993 Annual Report stressed the continuation of an annual paper audit and the establishment of a reward for those sites that reduced consumption by a further 10%. (Appendix V)

3. This is the third Annual Environmental Report on the advancement of Environmental initiatives. Both Program and Operational activities are highlighted.

4. The Interdepartmental Workgroup is now developing an Operating Procedure to support our Waste Management Practices. The procedure will consolidate the practices that have been put in place to support our recycling of waste from schools and other Board facilities. It should be noted that a number of these practices are in compliance with regulations that must be followed in the collection and storage of waste (eg. fire safety) and have been worked out over the past two years.

5. The Policy has not been supported by a direct budget. It encourages working within existing resources and changing practices in the way in which they are utilized. The Financial Statement for the Star Grant illustrates this practice. (Appendix II)

6. The following updates are included in the Appendices:

    - Program and Community Links (Appendix III)
    - Star Grant (Appendix II)
    - Paper Consumption (Appendix V)
    - Plant Department Initiatives (Appendix VI)

ISSUE:

To present the Annual Report of the Environmental Policy.

RECOMMENDATIONS

1. The Annual Report be received for information.

2. The Environment remain a priority of the Board.

RATIONALE:

1. The report provides an update of the activities that have taken place during the past year.

2. To sustain the goals of the policy the Environment needs to remain an emphasis in order to insure the allocation of resources.

ATTACHMENTS:

APPENDIX I	-	ENVIRONMENTAL POLICY
APPENDIX II	-	FINANCIAL STATUS OF STAR GRANT
APPENDIX III	-	UPDATE ON PROGRAM AND ENVIRONMENTAL PARTNERSHIPS
APPENDIX IV	-	INTEGRATING CURRICULUM
APPENDIX V	-	UPDATE ON PAPER
APPENDIX VI	-	PLANT DEPARTMENT INITIATIVES

Report prepared by:	J. Nichol, Environmental/Outdoor Education Consultant M. Robinson, Purchasing D. O'Connor, Plant Department J. Paterson, Finance
Submitted by:	P. Gillie, Superintendent - Administrative Services
Approved by:	Senior Management

APPENDIX I

HAMILTON BOARD OF EDUCATION ENVIRONMENTAL POLICY

that the Hamilton Board of Education support and promote practices and programs which are compatible with a healthier less polluted and sustainable environment by:

- creating programs which provide students with the elementary knowledge, skills and motives to cope with environmental needs and contribute to sustainable development
- ensuring that energy stays focused on grass roots (site-based) projects
- ensuring that schools, areas,and departments analyze current operations and procedure to eliminate practices which are inconsistent with this goal
- acting as a role model and encouraging the use of the 4 R's (reduce, reuse, recycle, recover) at a personal, departmental, school, area and system level
- being accountable through an annual review, to show progress toward this goal
- co-operating with public and private organizations and agencies

Approved October 1990
Interim Report: May 1991
First Annual Report: February 1992
Second Annual Report; March 1993
Third Annual Report; March 1994



" THE ENVIRONMENT - EVERYBODY'S JOB "

APPENDIX II

MINISTRY OF THE ENVIRONMENT STAR GRANT

When the Ministry of the Environment introduced its long term plan,incentive funds to support local initiatives were established. The Student Action for Recycling Grant (STAR) was designed to support schools. Our Board received a grant in 1991. Monies have been used to implement the recycling of paper through the purchase of recycling centres. The Board portion of contribution is made up of school share of the cost of the centre and Plant Department cost of waste management attributed to recycling. It should be noted that a separate budget does not exist for the Environment Policy. Existing monies have been used as practices have changed.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
STUDENT ACTION FOR RECYCLING GRANT PROGRAM
SUMMARY OF FINANCIAL STATUS AS AT 1993 12 31

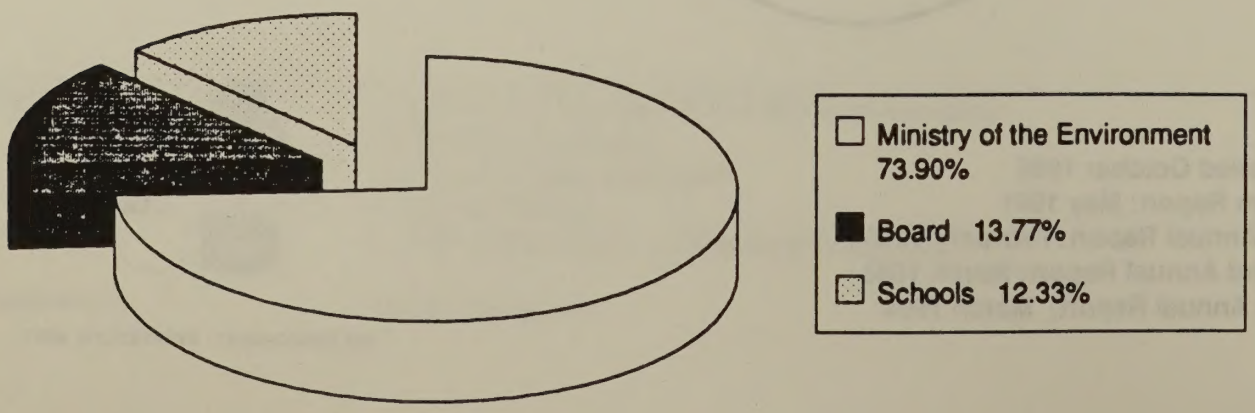
During 1991 and 1992, the Board received funding approval from the Ministry of the Environment amounting to $85,450. The terms of this funding were:

a) $65,450 as 2/3 of Board expenditures towards recycling equipment, and
b) $20,000 as a portion of the Co-ordinator's salary.

The time period was flexible with the Ministry of the Environment, provided that the Program progressed in accordance with the Board's grant proposals.

As at December 31, 1993, the financial status of the STAR Program is:

Cost of recycling equipment	$115,629
Funding:	
a) Ministry of the Environment	$85,450
b) Plant Department - Waste Management Program	15,922
c) Schools	14,257
Total Funding	$115,629



APPENDIX III

Update on Program

RECYCLING AND REDUCTION

1. All schools currently participate in the Regions Residential Blue Box Program. This means that a combined co-operative effort between all occupants in each building occurs every week. Fine paper use in all sites has been reduced significantly in the last two years due to conservation and use of the newly acquired duplexing photocopy machines. Our monthly in house pickup insures that all fine paper and cardboard is being diverted from landfill and reused in recycled products. An Operating Procedure (currently in draft) will provide specific direction for all sites insuring that maximum participation occurs.

ZERO WASTE PILOT PROGRAM

2. The Zero Waste Pilot Program currently running at Ainslie Wood Secondary brings operations and program together providing an opportunity for student entrepreneurship. A student representative from Ainslie Wood will make a brief presentation about Zero Waste at Ainslie Wood.

S.E.E.D.S.

3. School participation in the Nationally recognized S.E.E.D.S. program continues to grow (Society, Environment & Energy Development Studies).

   In a recent report from the SEEDS Foundation the following information about schools in our Board was noted.

- 7 schools have reached GREEN status (100 recorded Environmental action initiatives/school)
- 14 schools at BRONZE (20 recorded projects complete/school)
- over 1000 Environmental projects have been recorded in the Seeds Program system wide
- The Board of Education for The City of Hamilton ranks 20th out of 110 school boards registered in this program in Ontario
- in comparison to 16 Boards of Education of similar size (i.e. school Boards with more than 60 schools), Hamilton ranks #2.

LINKING WITH THE COMMUNITY

4. Program linking to community projects continues and a strategy that outlines the Board of Education role in the Region's Green Community Plan illustrates the importance of establishing community partnerships. The graphic connecting the community environmental initiatives with programs in our Board demonstrates this policy goal.

THE COMMON CURRICULUM

5. The Common Curriculum strongly reinforces the need for Environmental Education across the four core areas of study, K-9. One of the Ten Essential Learning Outcomes (Results) reflects this importance :

   " By the end of Grade 9 students will show a commitment to peace, social justice, and to protection of the environment in their own community, Canada and the world. "

APPENDIX III

The Importance of Partnerships in An Environmentally Aware Community

Board of Education for the City of Hamilton
A Leader in Environmental Education

DEVELOPING PARTNERSHIPS IN THE GREEN COMMUNITY

Hamilton Board of Education Environmental Operating Procedure Draft 1993

Bay Area Restoration Council (BARC)

- Aquatic Nursery Program helping to regenerate Cootes Paradise
- Yellow Fish Paradise Road Storm Drain marking

Hamilton Board of Education Showcase to local business and home owners (single, condo, apartments)

- students develop entrepreneural skills
- students become experts in organic waste reduction (Tech., Sci., Math), energy conservation (heat & light), water conservation management
- students develop & perform energy & waste audits

Hamilton Board of Education Environmental Policy, approved Oct. 1990

Region of Hamilton -Wentworth Vision 2020

- provide an economic climate to Green Industry
- research & development

Region of Hamilton-Wentworth United Nations 21st Century Project

- chosen as a model for Social, Economic, & Environmental Sustainability in Canada
- 20 other communities in the world involved

Hamilton Region Conservation Authority "Greening Your Schools"

- nature on wheels program

Program Opportunities

Staff Development

- proposed funding body (various sources)

The Common Curriculum

Learning Outcomes in Environmental Ed.

- Math, Science & Technology (k-3, 3-6, 6-9)
- Self & Society (k-3, 3-6, 6-9)
- The Arts (k-3, 3-6, 6-9)
- Language Arts (k-3, 3-6, 6-9)

Integrated Program

- Ainslie Wood Pilot
- Buchanan Park Naturalization
- Thornbrae School Plan
- Showcase in the Community

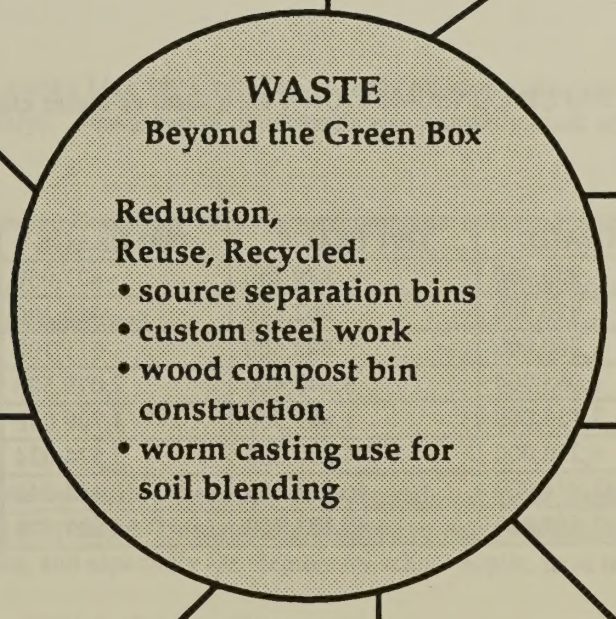
Co-operative Education

- linking to Green Industry e.g. Philip, Hotz, CCIW, Waste Water technology

APPENDIX IV

THE *"GREENING"* OF AINSLIE WOOD

INTEGRATING CURRICULUM



MATH, SCIENCE & TECHNOLOGY
- estimate costs of materials required
- analyze data
- calculate cost of operations, profit margins
- Plant Science
  - hypothesize, predict, estimate, research
  - Investigate:
    - germination rates
    - optimal growing conditions (inside)
    - population density
    - biological, chemical & physical factors affect growth rates

DESIGN
- plans/drawings, research
- colour
- balance
- contrast

CONSTRUCTION
- composters (use designs developed – framing, finishing work
- vermi composters (Manufacturing application using recycled blends)

ENTREPRENEURSHIP
- funding
- advertising
- sales

ENGLISH
- advertising
- promotion brochure

KEYBOARDING
- preparation of school proposals
- letters to the community & government agencies

SERVICES: LANDSCAPING / HORTICULTURE
- herbs grown in compost mixture (soil blends) for kitchen/restaurant use
- vermi composting castings collected & sold

WELDING
- specialized equipment for quick physical preparation of organic waste
- preparing railings, etc. for securing composters

SERVICES: FOOD PREPARATION
- promote organic grown foods
- Food services & restaurant source separate organics
- physically process & send to horticulture

Developed by: Jeff Nichol, Environmental and Outdoor Education, Board of Education for the City of Hamilton

APPENDIX V

UPDATE ON PAPER

SYSTEM RESULTS

Since 1990 we have been auditing our paper consumption. Overall , 1993 figures show a slight increase of 2 % in consumption levels. Photocopier shows a decrease of about 3 %. This figure includes an estimate of four months of meter clicks with duplexing devices on all machines. It will take the complete year to be able to draw any conclusions about this item. The combination of budget reduction and reduced usage over the past several years caused sites to use up all stocks. The increases in 1993 figures more likely represent replenishing of supplies in the areas where paper is the major means of instructional work activity . (notebooks and essay paper).

We believe that the System is at a level of usage that is necessary to support program. To achieve any greater reduction, significant changes in practice and perhaps policy would be required.

SYSTEM RESULTS FOR 1993 PAPER CONSUMPTION (each sheet or meter click on the photocopier)

PAPER TYPE	1990 USAGE	1991 USAGE	1992 USAGE	1993 USAGE
Bond & Bristol	970,000	879,350	627,050	714,000
Construction	950,000	902,850	461,100	384,000
Cutting & Drawing	700,000	648,600	711,100	710,000
Foolscap & Newsprint	4,065,000	3,647,400	2,079,500	2,244,000
Work & Refills	2,730,000	1,801,560	3,700,050	5,765,000
Tissue & Workbooks	4,370,000	4,290,000	5,574,024	6,280,500
Photocopier	33,874,000	46,014,000	41,454,746	39,853,397
TOTALS	**47,659,000**	**58,183,760**	**54,607,570**	**55,950,897**

SCHOOL RESULTS

We have just completed a summary of our school by school figures for paper consumption. The results are still being validated and will require verification by schools. In order to qualify for an allocation of funds equivalent to a further 10% reduction in paper consumption, schools will be required to apply and provide evidence of this reduction with records of their inventory.

We estimate that approximately 20-25 Elementary Schools and 4 Secondary Schools may qualify. Our estimate of savings is $10,000. Upon application and verification, a school could qualify for an allocation for use in Environmental Projects from $ 100 to $ 500 depending upon the increased reduction in paper consumption.

APPENDIX VI

UPDATE ON PLANT DEPARTMENT INITIATIVES

FINE PAPER AND CORRUGATED CARDBOARD RECYCLING

A. Process

In support of the Environmental Action Plan, academic staff and support staff entered into discussions regarding the implementation of a recycling program for Fine Paper and Corrugated Cardboard. The program had to be suitable to enable students of all ages and all staff members to fully participate in a user-at-site separation format. In addition the program had to satisfy regulations (Ontario Ministry of Environment & Energy, Ontario Fire Code and Ontario Building Code). These additional legal requirements needed to be addressed so that the safety of all students and staff was protected.

The goal of the program was to produce a supply of fine paper and corrugated cardboard suitable for direct processing by a commercial recycling contractor. The collection and delivery of these materials to the recycling contractor is part of the Board's Waste Pick-Up and Disposal Contract.

B. Outcome

The initial program started May 1993, offering monthly pickups to 41 participating schools (38 Elementary, 3 Vocational / Secondary). This group of participants was primarily made up of Primary, Junior and Intermediate students.

During the period May to December 1993 the total amounts collected were:

Fine Paper	6,756 lbs.	(93.1%)
Corrugated cardboard	319 lbs.	(4.4%)
Waste	181 lbs.	(2.5%)
TOTAL	7,256 lbs.	(100.0%)

The low level of waste included in these recycled materials has made it possible to haul it directly to a commercial paper fibre recycling contractor. This is a very impressive statement attesting to the success of environmental education the students, and especially the elementary school pupils, have received.

Commencing January 1994 the Board will be receiving nominal cheques in payment for the value of these recyclable materials.

In addition to these academic and environmental benefits, financial savings will be realized in the Board's waste management budget. These savings will be as a result of reduced waste material taken to landfill. It is estimated that the recycling of these materials represents a potential reduction of material taken to landfill, equal to 64 bins containing 6.0 cubic yards of waste each, for a total of 384 cubic yards.

This represents approximately 1.2% of the total waste created annually by the Board.

A further 36 schools (25 Elementary, 11 Vocational / Secondary), with a total enrolment of 19,565 students, are expected to be initiated into the program in January 1994. This will bring the total number of schools participating up to 77 (63 Elementary, 14 Vocational / Secondary) involving 34,561 students.

CLASSIFICATION OF UNUSED CHEMICAL AND PAINT SUPPLIES FOR REDISTRIBUTION IN WASTE DISPOSAL

A. Process

In support of the Environmental Action Plan, academic staff and support staff entered into discussions regarding the implementation of a program to handle the Classification of Unused Chemical and Paint Supplies for Redistribution or Waste Disposal. The Hazardous Materials Response Team (f.k.a. Asbestos Response Team) staff with the assistance of academic staff have set up a team to ensure that the requirements of outside authorities having jurisdiction (Ontario Ministry of Environment and Energy, Ontario Fire Code, Environmental Protection Act and WHMIS) are satisfied.

The goals of the program included promotion of redistribution of these materials to reduce the quantities for waste disposal and protect the safety of students and staff.

B. Outcome

The ability to redistribute these materials reduced the need and associated cost to buy new materials . In addition the need and associated cost for waste disposal of these materials was reduced.

The HMRT staff have set up an inventory list that is advertised over PROFS to facilitate the reallocation of usable chemicals. To date over 260 separate redistribution placements for these materials have been accomplished.

Coordination of the control of designated materials will reduce the quantity of materials for waste disposal by first promoting redistribution . In this , associated costs for replacement materials or waste disposal will be reduced. Financial restraint, accountability, and the protection of staff, students and the environment will be better addressed.

CONGRATULATIONS AND THANKS ARE EXTENDED TO THE HMRT STAFF AND RELATED RECYCLING PARTNERS FOR THEIR EFFORTS IN PRACTICING THE THREE R'S

Memo
February 9 1994

To : Trustees
From : Judith Bishop
Regarding: SECONDARY ENROLMENT AND CLASS SIZE

Figures taken from the 1992 and 1993 reports of Secondary Enrolment and Class Size presented to the Board in January 1993 and February 1994

CLASSES

STREAM	% of total classes 1993	total 1993	% of total classes 1992	total 1992*
ADVANCED	35.4%	1365	46.7%	950
GENERAL	36.1%	1394	49.2%	1000
DESTREAMED	27.6%	1067	2.2%	45
BASIC	.9%	34	1.9%	39
TOTAL	100%	3860	100%	2034

* figures for first semester only

LARGE CLASSES

YEAR	general 25+	advanced 25+	de streamed	% of all classes	general 31+	advanced 31+	de streamed	% of all classes
1991-1992	209	365	-	28%	24	47		3.4
1993	320	565	267	29.8%	31	125	32	4.9

overall average class size in 1991-2 was 22.02 students per class
1993 is 23.6 students per class

Enrolment in OACs in Secondary Schools for Ontario and Hamilton

	YEAR	OAC ENROLMENT	TOTAL ENROLMENT	% OAC of total
Ontario	1992	154184	701800	22%
Hamilton	1993-4	1239	13079	9.5%

ENROLMENT IN OACS SEPTEMBER 1993

SCHOOL	TOTAL OAC	TOTAL STUDENTS	% IN OAC
Barton	140	1321	10.6
Delta	54	1123	4.8
Glendale	128	1100	11.6
Hill Park	82	1191	6.9
Scott Park	63	1047	6.0
Sherwood	111	1063	10.4
S.A.M	155	1209	12.8
S.J.A.M	136	1416	9.6
Winston Churchill	42	907	4.6
Westdale	170	1389	12.2
Westmount	109	833	13.0
all schools	1239	13079	9.5%

REPORT OF THE CHILD CARE COMMITTEE

Present: Trustees Bishop (Chairman), Mulholland and Allen.

Officials Present: E. Bond (Superintendent of Program)
J. Powell-Fralick (Child Care Program Leader)

The Committee recommends:

GENERAL

1. That the Superintendent of Program, in co-ordination with the Child Care Program Leader, determine the criteria relative to the curriculum link-ups between the Child Care Centres and the Hamilton schools.

2. That, in order to determine their extent of participation in curriculum link-ups, the Child Care Centres be invited to make presentations to this Committee regarding their programs.

3. That the Ministry of Education Memorandum 1991: B4, dated 1991 08 12 be received for information.

4. That the Ministry of Education and Training Memorandum regarding Bill 4, "Omnibus Legislation Affecting the Education Act" be received for information.

5. That the Child Care Reform in Ontario: A Public Consultation Paper be received for information.

Respectfully submitted

J. BISHOP
Chairman

Committee Room
1994 02 14

Date: 1994 03 03

To: Chairman and Members
Program Committee

From: Elizabeth Bond
Superintendent of Program

Re: **Evaluation of Program and Student Achievement at the End of Grade 8 Core French: June, 1989 to June, 1992**

Report: Information/Decision

Background:

- This report is in response to recommendations approved by the Hamilton Board of Education on June 7, 1988, requesting that student achievement at the end of Grade 8 Core French be monitored annually between June, 1989 and June, 1992, and that a report be brought to the Board when the expanded 600-hour program was fully implemented.
- A **summary of the results of the four-year evaluation** is in **Appendix A.**
- The **background to the recommendations of June 7, 1988** is in **Appendix B.**
- In September, 1985, the Hamilton Board of Education increased the number of instructional hours for elementary Core French from the existing 180 hours over 3 years of study to 570 hours over 5 years of study.
- In September, 1987, in keeping with the policy requirement of the Ministry of Education (**Appendix C: Policy Program Memorandum No. 58),** the instructional hours were increased to a total of 600 hours by the end of grade 8.
- The additional hours of Core French instruction were provided by increasing the minutes per day of instruction in grades 6, 7 and 8 and by expanding the program to include Grades 4 and 5. The seven-year implementation plan to reach 600 hours of instruction is summarized on **page 3** of the **Research Services Report: Evaluation of Student Achievement at the End of Grade 8 – June 8, 1989 to June, 1992 (Appendix D).**

Issues:

- To study the changes in student achievement as a result of the expanded program (beginning in Grade 4 as mandated by the Ontario Ministry of Education).
- To have an experiential base for future decisions regarding possible expansion of the Core French program.

Recommendations:

1. That this report be received for information.

2. That the elementary Core French program continue in its present form.

Rationale:

- The existing 600-hour program, beginning in Grade 4, is in keeping with the Ministry mandate in Policy Program Memorandum No. 58 (**Appendix C**).
- There has been significant improvement in student achievement in the areas evaluated as a result of the current degree of program expansion (**Appendix A and Appendix D**).
- Further program expansion is difficult to justify within the current financial constraints.
- Attention should be focussed upon further enhancement of student achievement and learning outcomes within the existing Grade 4-8 program.

Appendices:

A: Summary of the results of the four-year evaluation

B: Background to the June 7, 1988 recommendations

C: Policy Program Memorandum No. 58

D: Research Services Report: **Evaluation of Student Achievement at the End of Grade 8: June 1989 to June 1992**

E: Evaluation instruments

Prepared by: John C. Hill
Coordinator of Languages

Appendix A

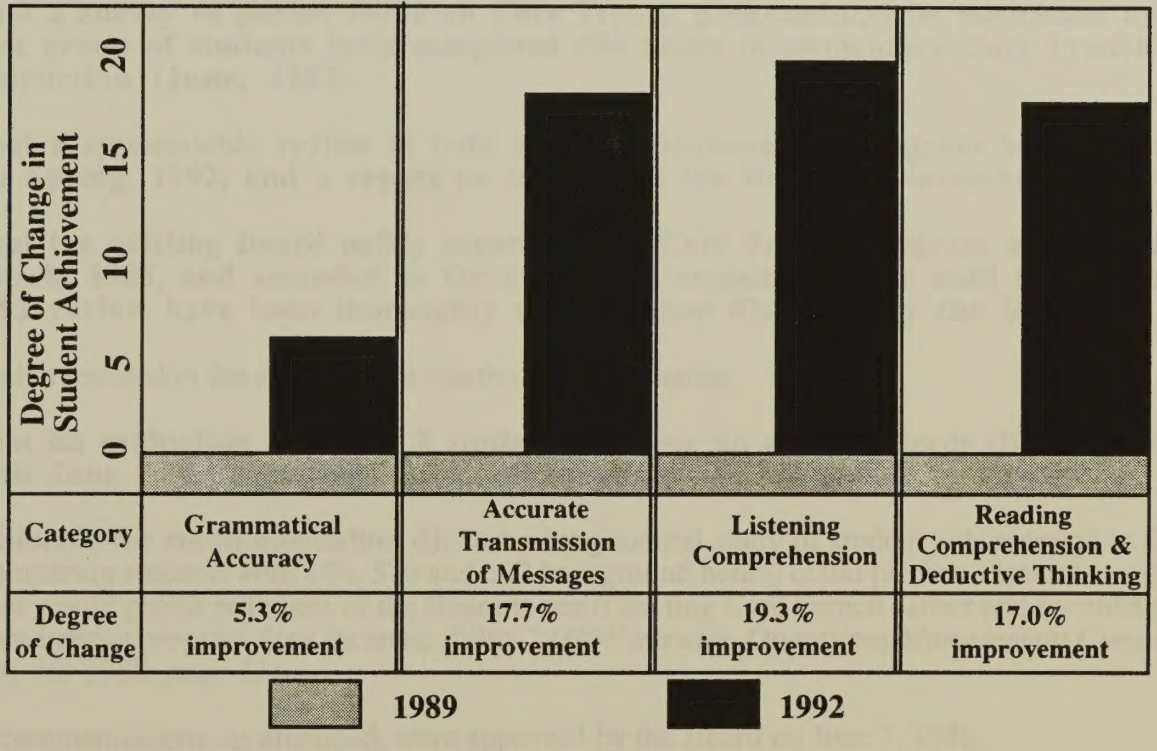
Results of the Four-Year Evaluation

- The Core French evaluation was designed to study learning outcomes in terms of the overall goal of the program, ie. communication in French. Items were designed to measure student achievement in 4 major categories:
  - **grammatical accuracy**
  - **accurate transmission of messages**
  - **listening comprehension**
  - **reading comprehension and deductive thinking.**

- In June of 1989, 1990, 1991 and 1992, the evaluation was administered to all Grade 8 students in ten schools (**Appendix E**). The size of the student sample is highly representative of the total Grade 8 population and is accurate within 3.6 percentage points at a confidence level of 95%.

Summary of Findings

Comparison of 1989 and 1992 Results: Four Major Categories



Category	Grammatical Accuracy	Accurate Transmission of Messages	Listening Comprehension	Reading Comprehension & Deductive Thinking
Degree of Change	5.3% improvement	17.7% improvement	19.3% improvement	17.0% improvement

- The greatest degree of improvement is in the area of **communicative ability.** This is consistent with the goal of the Core French Program.



Appendix B

Background to the recommendations of June 7, 1988:

- Between 1985 and 1987 issues relating to the starting point and amount of instructional time for Core French were examined by the Board of Education.
- In January, 1988, the Hamilton Council of Home and School Associations proposed that the Core French program be extended to start in senior kindergarten or grade one. In order to ascertain public support for this proposal, the Hamilton Council requested that "a survey be conducted among parents of all the schools in the Hamilton system to solicit their views on the Core French program; when it should begin; options to it, including Extended French; and other possible enhancements."
- At the Operations Management Committee meeting on March 21, 1988, this matter was referred to Board officials for recommendations to be brought forward to a future meeting.
- On May 10, 1988, a report was presented to the Operations Management Committee summarizing provincial and international research pertinent to second language acquisition as well as the history of decisions regarding Core French programming in Hamilton between 1985 and 1987. This report contained three recommendations:

  a) **That a survey of parent views on Core French programming be postponed until the first group of students have completed 600 hours of elementary Core French instruction (June, 1992).**

  b) **That a system-wide review of both student outcomes and program be conducted in the Spring, 1992, and a report be brought to the Board in November, 1992.**

  c) **That the existing Board policy regarding the Core French program as adopted in March, 1985, and amended in October, 1986, remain in place until the results of the 1992 review have been thoroughly analyzed and discussed by the Board.**

- Discussion resulted in the addition of a fourth recommendation:

  d) **That an evaluation of Grade 8 students be done on a yearly basis (from June 1989 until June 1992) regarding the Core French program.**

  Rationale for recommendation d): that a longitudinal study of student achievement in Grade 8 (comparing students with 180, 570 and 600 background hours) could provide research results "that would permit members of the Board to see if starting Core French earlier and providing a more intense program does increase ability." *(HBE minutes, Operations Management Committee, May 10, 1988, page 11)*

- The recommendations, as amended, were approved by the Board on June 7, 1988.

For purposes of consistency and economy, it was decided to combine recommendations b) and d) in the design and implementation of the Core French evaluation.

Appendix C

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 58

1986

Date of Issue: June 2, 1986

Effective: Until revoked or modified

Subject: ELEMENTARY SCHOOL CORE FRENCH PROGRAMS

Application: Regional Directors
Directors of Education
Principals of Schools

Reference: Policy/Program Memorandum No. 17, revised 1982.

Since 1966, when Ontario's first guideline for elementary school French was published, each school board has largely determined the extent of its own Core French program. As a result, the opportunity to study French as a subject is not the same for students across the province. In some cases, special provision has to be made for students who are transferring from one board to another to enable them to complete a Core French program.

The Ministry of Education has recommended since 1977 that Core French programs begin not later than Grade 4 and provide a total of 600 hours of French instruction by the end of Grade 8. These programs have been encouraged through special grants. Enrolment in French has increased to the point where, in the current school year, almost 90 per cent of Ontario students in publicly supported schools are studying French by Grade 4.

In 1984, 99 per cent of students in Grades 7 and 8 were receiving French instruction under the jurisidiction of their school boards. At that time, the Ministry of Education established the requirement in Ontario Schools, Intermediate and Senior Divisions that pupils in these grades study French.

Local support for Core French programs in the Junior Division is now widespread. To further the equality of educational opportunity across the province, it has been decided that English-speaking students will study French in Grades 4 to 8. As of September 1987, students entering Grade 4 must receive French instruction in every year from Grade 4 to 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. Exceptions might include the few individuals whose interests, in the opinion of their parents or guardians (after consultation with the principal), are best served by exemption from the program.

The decision to introduce Core French programs before Grade 4 remains with the local school board.

This policy will give Ontario students in English-language schools the opportunity to develop a basic command of French, which can be expanded through further study or through contact with French-speaking people.

Appendix D

EVALUATION OF STUDENT ACHIEVEMENT AT THE END OF GRADE 8 JUNE 1989 TO JUNE 1992

Languages Department
Hamilton Board of Education
John C. Hill
Coordinator

Research Services Department
Hamilton Board of Education
Karen Chaikoff
Project Research Analyst

December 1993

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Evaluation Design

- In order to measure student achievement and program effectiveness, the Languages Department designed a criterion-referenced evaluation based on the Ontario Assessment Instrument Pool for Core French and student learning materials used by this Board (**Appendix E**). The evaluation was designed in two parts in order to facilitate implementation over two instructional days.

- The evaluation was designed to study learning outcomes in terms of the overall goal of the Core French program, ie. communication in French. Items were designed to measure student achievement in 4 categories:
  - **grammatical accuracy**
  - **accurate transmission of messages**
  - **listening comprehension**
  - **reading comprehension and deductive thinking.**

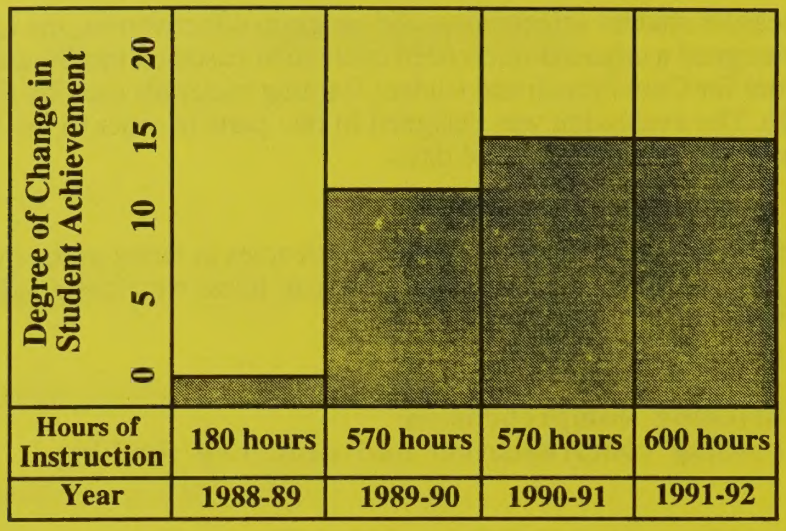
- In June of 1989, 1990, 1991 and 1992, the evaluation was administered to all Grade 8 students in ten schools. These schools were representative of all parts of the city – west, central and east, on the mountain and in the lower city.

- In each year the evaluation was administered to approximately 750 students. The responses were compiled by the Research Services Department at the Education Centre. An analysis and summary of results are contained on pages 2-14 of this report.

- The size of the student sample in each year is highly representative of the total Grade 8 population and is accurate within 3.6 percentage points at a confidence level of 95%.

Summary of Findings

Table 1a: Grade 8 Core French Evaluation – Changes In Student Achievement Over Four Years



A comparison of 1989 results (180 hours) with those recorded in 1992 (600 hours) indicates an overall average improvement of 15%.

Table 1b: Comparison of 1989 and 1992 Results: Four Major Categories

Grammatical Accuracy	Accurate Transmission of Messages	Listening Comprehension	Reading Comprehension & Deductive Thinking
1989 | 1992	1989 | 1992	1989 | 1992	1989 | 1992
48.6% | 53.9%	39.5% | 57.2%	50.5% | 69.8%	48.7% | 65.7%
5.3% improvement	**17.7% improvement**	**19.3% improvement**	**17.0% improvement**

- The greatest degree of improvement is in the area of **communicative ability.** This is consistent with the goal of the Core French Program.

- When 1989 and 1992 results for each of the forty items are subjected to a statistical **t-test,** they indicate:
  - significant improvement in 34 of the 40 items (85% of the evaluation items)
  - no significant difference in 5 of the 40 items (12.5% of the evaluation items)
  - significant decline in 1 of the 40 items tested (2.5% of the evaluation items)

TABLE 2: ACCUMULATED HOURS OF FRENCH INSTRUCTION BY GRADE

YEAR	GRADE 4		GRADE 5		GRADE 6		GRADE 7		GRADE 8		TOTAL HOURS OF FRENCH INSTRUCTION AT END OF ELEMENTARY SEQUENCE
	MINUTES PER DAY	HOURS PER YEAR	MINUTES PER DAY	HOURS PER YEAR	MINUTES PER DAY	HOURS PER YEAR	MINUTES PER DAY	HOURS PER YEAR	MINUTES PER DAY	HOURS PER YEAR	
1979-80							20	60	20	60	120
1980-81					20	60	20	60	20	60	120
1981-82					20	60	20	60	20	60	120
1982-83					20	60	20	60	20	60	180
1983-84					20	60	20	60	20	60	180
1984-85					20	60	20	60	20	60	180
1985-86	30	90			20	60	20	60	20	60	180
1986-87	30	90	40	120	20	60	20	60	20	60	180
1987-88	40	120	40	120	40	120	20	60	20	60	180
1988-89	40	120	40	120	40	120	40	120	20	60	180
1989-90	40	120	40	120	40	120	40	120	40	120	570
1990-91	40	120	40	120	40	120	40	120	40	120	570
1991-92	40	120	40	120	40	120	40	120	40	120	600
1992-93	40	120	40	120	40	120	40	120	40	120	600

/lb

TABLE 3: PERCENTAGE OF CORRECT RESPONSES BY YEAR

FOR GRADE 8 CLASS GRADUATING IN . . .

ITEM	JUNE 1989 WITH 180 HRS	JUNE 1990 WITH 570 HRS	JUNE 1991 WITH 570 HRS	JUNE 1992 WITH 600 HOURS
1	71%	55%	53%	62%
2	68%	71%	70%	72%
3	33%	36%	40%	44%
4	31%	40%	44%	44%
5	38%	54%	56%	52%
6	62%	48%	57%	63%
7	20%	33%	33%	37%
8	43%	55%	57%	56%
9	33%	38%	46%	48%
10	31%	54%	60%	55%
11	35%	63%	67%	65%
12	35%	52%	60%	55%
13	53%	61%	66%	62%
14	27%	65%	70%	68%
15	35%	36%	40%	35%
16	47%	51%	59%	52%
17	60%	67%	70%	67%
18	55%	50%	47%	54%
19	34%	41%	45%	45%
20	37%	67%	71%	69%
21	64%	81%	83%	83%
22	34%	36%	42%	39%
23	30%	39%	44%	43%
24	39%	62%	63%	62%
25	54%	64%	67%	68%
26	55%	77%	78%	80%
27	87%	94%	93%	94%
28	18%	41%	39%	41%
29	42%	59%	64%	64%
30	46%	69%	75%	73%
31	39%	52%	56%	55%
32	35%	41%	44%	47%
33	16%	23%	26%	27%
34	47%	58%	60%	64%
35	52%	71%	73%	72%
36	52%	67%	75%	70%
37	67%	79%	79%	77%
38	71%	78%	84%	82%
39	63%	73%	78%	76%
40	48%	77%	79%	80%
AVERAGE	45%	57%	60%	60%

TABLE 4: ITEM ANALYSIS: 1988-1989

ITEM	"A" RESPONSES		"B" RESPONSES		"C" RESPONSES		"D" RESPONSES		TOTAL RESPONSES	CORRECT ANSWER	NUMBER OF CORRECT RESPONSES	PERCENT OF CORRECT RESPONSES
	NO	%	NO	%	NO	%	NO	%				
1	43	5.73%	65	8.66%	533	70.97%	110	14.65%	751	C	533	70.97%
2	92	12.23%	512	68.09%	78	10.37%	70	9.31%	752	B	512	68.09%
3	153	20.40%	282	37.60%	69	9.2%	246	32.8%	750	D	246	32.80%
4	229	30.57%	86	11.48%	232	30.97%	202	26.97%	749	C	232	30.97%
5	285	37.95%	269	35.82%	114	15.18%	83	11.05%	751	A	285	37.95%
6	467	62.27%	138	18.40%	44	5.87%	101	13.47%	750	A	467	62.27%
7	170	22.73%	146	19.52%	339	45.32%	93	12.43%	748	B	146	19.52%
8	229	35.34%	127	19.60%	281	43.36%	11	1.7%	648	C	281	43.36%
9	351	46.86%	72	9.61%	247	32.98%	79	10.55%	749	C	247	32.98%
10	229	30.57%	119	15.89%	313	41.79%	88	11.75%	749	A	229	30.57%
11	124	16.62%	187	25.07%	264	35.39%	171	22.92%	746	C	264	35.39%
12	263	35.25%	174	23.32%	128	17.16%	181	24.26%	746	A	263	35.25%
13	88	11.75%	191	25.50%	76	10.15%	394	52.6%	749	D	394	52.60%
14	244	32.66%	204	27.31%	169	22.62%	130	17.4%	747	B	204	27.31%
15	210	28.07%	144	19.25%	130	17.36%	264	35.29%	748	D	264	35.29%
16	179	23.99%	149	19.97%	354	47.45%	64	8.58%	746	C	354	47.45%
17	98	13.08%	448	59.81%	142	18.96%	61	8.14%	749	B	448	59.81%
18	110	14.75%	92	12.33%	413	55.36%	131	17.56%	746	C	413	55.36%
19	250	33.56%	232	31.14%	118	15.84%	145	19.46%	745	A	250	33.56%
20	113	15.27%	198	26.76%	273	36.89%	156	21.08%	740	C	273	36.89%
21	475	63.84%	106	14.25%	54	7.26%	109	14.65%	744	A	475	63.84%
22	205	27.67%	90	12.15%	191	25.78%	255	34.41%	741	D	255	34.41%
23	75	10.11%	162	21.83%	226	30.46%	279	37.6%	742	C	226	30.46%
24	137	18.64%	290	39.46%	202	27.48%	106	14.42%	735	B	290	39.46%
25	169	23.02%	92	12.53%	80	10.9%	393	53.54%	734	D	393	53.54%
26	95	13.09%	232	31.96%	399	54.96%	0	0%	726	C	399	54.96%
27	35	4.81%	633	87.07%	59	8.12%	0	0%	727	B	633	87.07%
28	130	17.69%	85	11.56%	413	56.19%	107	14.56%	735	A	130	17.69%
29	216	29.59%	100	13.70%	107	14.66%	307	42.05%	730	D	307	42.05%
30	46	6.25%	336	45.65%	296	40.22%	58	7.88%	736	B	336	45.65%
31	361	48.98%	86	11.67%	290	39.35%	0	0%	737	C	290	39.35%
32	201	27.42%	154	21.01%	259	35.33%	119	16.23%	733	C	259	35.33%
33	120	16.26%	355	48.10%	149	20.19%	114	15.45%	738	A	120	16.26%
34	200	27.17%	99	13.45%	88	11.96%	349	47.42%	736	D	349	47.42%
35	162	21.95%	381	51.63%	107	14.5%	88	11.92%	738	B	381	51.63%
36	79	10.76%	180	24.52%	97	13.22%	378	51.5%	734	D	378	51.50%
37	62	8.44%	490	66.67%	96	13.06%	87	11.84%	735	B	490	66.67%
38	54	7.36%	65	8.86%	94	12.81%	521	70.98%	734	D	521	70.98%
39	465	63.44%	78	10.64%	151	20.6%	39	5.32%	733	A	465	63.44%
40	76	10.53%	73	10.11%	350	48.48%	223	30.89%	722	C	350	48.48%
TOTAL	7290		7922		8025		6312		29549		13352	45.19%

TOTAL "CORRECT FORM" RESPONSES (QUESTIONS 1,2,3,5,6,8,13,15,22)	6640	3237	48.75%
TOTAL "APPROPRIATE COMMUNICATION" RESPONSES (ALL OTHERS)	22909	10115	44.15%

/lb

TABLE 5: ITEM ANALYSIS: 1989-1990

ITEM	"A" RESPONSES		"B" RESPONSES		"C" RESPONSES		"D" RESPONSES		TOTAL RESPONSES	CORRECT ANSWER	NUMBER OF CORRECT RESPONSES	PERCENT OF CORRECT RESPONSES
	NO	%	NO	%	NO	%	NO	%				
1	81	10.83%	53	7.09%	408	70.97%	206	14.65%	748	C	408	54.55%
2	118	15.80%	531	71.08%	41	10.37%	57	9.31%	747	B	531	71.08%
3	122	16.38%	287	38.52%	65	9.2%	271	32.8%	745	D	271	36.38%
4	93	12.45%	73	9.77%	298	30.97%	283	26.97%	747	C	298	39.89%
5	400	53.62%	218	29.22%	67	15.18%	61	11.05%	746	A	400	53.62%
6	361	48.39%	302	40.48%	36	5.87%	47	13.47%	746	A	361	48.39%
7	217	29.09%	249	33.38%	241	45.32%	39	12.43%	746	B	249	33.38%
8	201	27.09%	62	8.36%	409	43.36%	70	1.7%	742	C	409	55.12%
9	278	37.22%	78	10.44%	282	32.98%	109	10.55%	747	C	282	37.75%
10	401	53.68%	81	10.84%	236	41.79%	29	11.75%	747	A	401	53.68%
11	74	9.96%	109	14.67%	467	35.39%	93	22.92%	743	C	467	62.85%
12	384	51.68%	140	18.84%	97	17.16%	122	24.26%	743	A	384	51.68%
13	87	11.66%	158	21.18%	49	10.15%	452	52.6%	746	D	452	60.59%
14	118	15.95%	481	65.00%	78	22.62%	63	17.4%	740	B	481	65.00%
15	224	29.99%	114	15.26%	141	17.36%	268	35.29%	747	D	268	35.88%
16	169	22.68%	145	19.46%	377	47.45%	54	8.58%	745	C	377	50.60%
17	114	15.26%	498	66.67%	100	18.96%	35	8.14%	747	B	498	66.67%
18	66	8.86%	125	16.78%	370	55.36%	184	17.56%	745	C	370	49.66%
19	304	40.70%	169	22.62%	155	15.84%	119	19.46%	747	A	304	40.70%
20	41	5.53%	122	16.44%	499	36.89%	80	21.08%	742	C	499	67.25%
21	603	81.16%	55	7.40%	38	7.26%	47	14.65%	743	A	603	81.16%
22	221	29.66%	107	14.36%	147	25.78%	270	34.41%	745	D	270	36.24%
23	70	9.42%	204	27.46%	291	30.46%	178	37.6%	743	C	291	39.17%
24	92	12.43%	459	62.03%	124	27.48%	65	14.42%	740	B	459	62.03%
25	99	13.27%	68	9.12%	98	10.9%	481	53.54%	746	D	481	64.48%
26	73	9.83%	101	13.59%	569	54.96%	0	0%	743	C	569	76.58%
27	17	2.29%	697	94.06%	27	8.12%	0	0%	741	B	697	94.06%
28	304	41.36%	66	8.98%	250	56.19%	115	14.56%	735	A	304	41.36%
29	140	19.00%	61	8.28%	102	14.66%	434	42.05%	737	D	434	58.89%
30	34	4.57%	515	69.22%	164	40.22%	31	7.88%	744	B	515	69.22%
31	249	34.58%	94	13.06%	377	39.35%	0	0%	720	C	377	52.36%
32	201	27.20%	125	16.91%	306	35.33%	107	16.23%	739	C	306	41.41%
33	172	23.21%	419	56.55%	85	20.19%	65	15.45%	741	A	172	23.21%
34	184	24.63%	59	7.90%	74	11.96%	430	47.42%	747	D	430	57.56%
35	78	10.46%	528	70.78%	74	14.5%	66	11.92%	746	B	528	70.78%
36	48	6.50%	139	18.83%	54	13.22%	497	51.5%	738	D	497	67.34%
37	38	5.13%	583	78.68%	62	13.06%	58	11.84%	741	B	583	78.68%
38	34	4.59%	48	6.48%	82	12.81%	577	70.98%	741	D	577	77.87%
39	540	72.78%	40	5.39%	131	20.6%	31	5.32%	742	A	540	72.78%
40	49	6.60%	62	8.36%	570	48.48%	61	30.89%	742	C	570	76.82%
TOTAL	7099		8425		8041		6155		29720		16913	56.91%

TOTAL "CORRECT FORM" RESPONSES (QUESTIONS 1,2,3,5,6,8;13,15,22)	6712	3370	50.21%
TOTAL "APPROPRIATE COMMUNICATION" RESPONSES (ALL OTHERS)	23008	13543	58.86%

TABLE 6: ITEM ANALYSIS: 1990-1991

ITEM	"A" RESPONSES		"B" RESPONSES		"C" RESPONSES		"D" RESPONSES		TOTAL RESPONSES	CORRECT ANSWER	NUMBER OF CORRECT RESPONSES	PERCENT OF CORRECT RESPONSES
	NO	%	NO	%	NO	%	NO	%				
1	76	10.37%	38	5.18%	391	53.34%	228	31.11%	733	C	391	53.34%
2	114	15.62%	511	70.00%	35	4.79%	70	9.59%	730	B	511	70.00%
3	99	13.52%	267	36.48%	76	10.38%	290	39.62%	732	D	290	39.62%
4	81	11.10%	66	9.04%	320	43.84%	263	36.03%	730	C	320	43.84%
5	405	55.56%	209	28.67%	48	6.58%	67	9.19%	729	A	405	55.56%
6	419	57.16%	230	31.38%	37	5.05%	47	6.41%	733	A	419	57.16%
7	252	34.47%	243	33.24%	195	26.68%	41	5.61%	731	B	243	33.24%
8	192	26.27%	72	9.85%	413	56.50%	54	7.39%	731	C	413	56.50%
9	241	33.15%	57	7.84%	332	45.67%	97	13.34%	727	C	332	45.67%
10	439	59.97%	76	10.38%	190	25.96%	27	3.69%	732	A	439	59.97%
11	72	9.96%	86	11.89%	484	66.94%	81	11.20%	723	C	484	66.94%
12	436	60.06%	114	15.70%	71	9.78%	105	14.46%	726	A	436	60.06%
13	85	11.58%	108	14.71%	56	7.63%	485	66.08%	734	D	485	66.08%
14	80	11.07%	509	70.40%	75	10.37%	59	8.16%	723	B	509	70.40%
15	204	27.91%	104	14.23%	133	18.19%	290	39.67%	731	D	290	39.67%
16	135	18.49%	133	18.22%	429	58.77%	33	4.52%	730	C	429	58.77%
17	103	14.09%	511	69.90%	77	10.53%	40	5.47%	731	B	511	69.90%
18	60	8.26%	126	17.36%	338	46.56%	202	27.82%	726	C	338	46.56%
19	330	45.02%	138	18.83%	155	21.15%	110	15.01%	733	A	330	45.02%
20	49	6.70%	105	14.36%	522	71.41%	55	7.52%	731	C	522	71.41%
21	607	83.49%	39	5.36%	25	3.44%	56	7.70%	727	A	607	83.49%
22	197	27.02%	83	11.39%	141	19.34%	308	42.25%	729	D	308	42.25%
23	56	7.69%	176	24.18%	320	43.96%	176	24.18%	728	C	320	43.96%
24	79	10.90%	454	62.62%	132	18.21%	60	8.28%	725	B	454	62.62%
25	87	11.95%	70	9.62%	82	11.26%	489	67.17%	728	D	489	67.17%
26	65	8.69%	101	13.50%	582	77.81%	0	0.00%	748	C	582	77.81%
27	21	2.82%	693	93.02%	31	4.16%	0	0.00%	745	B	693	93.02%
28	286	38.65%	66	8.92%	259	35.00%	129	17.43%	740	A	286	38.65%
29	123	16.64%	66	8.93%	80	10.83%	470	63.60%	739	D	470	63.60%
30	23	3.10%	554	74.56%	140	18.84%	26	3.50%	743	B	554	74.56%
31	255	34.88%	67	9.17%	409	55.95%	0	0.00%	731	C	409	55.95%
32	174	23.80%	111	15.18%	320	43.78%	126	17.24%	731	C	320	43.78%
33	193	26.15%	414	56.10%	82	11.11%	49	6.64%	738	A	193	26.15%
34	215	29.09%	41	5.55%	41	5.55%	442	59.81%	739	D	442	59.81%
35	60	8.13%	541	73.31%	66	8.94%	71	9.62%	738	B	541	73.31%
36	34	4.59%	122	16.46%	28	3.78%	557	75.17%	741	D	557	75.17%
37	44	5.95%	585	79.05%	53	7.16%	58	7.84%	740	B	585	79.05%
38	27	3.65%	34	4.59%	56	7.57%	623	84.19%	740	D	623	84.19%
39	573	77.64%	41	5.56%	105	14.23%	19	2.57%	738	A	573	77.64%
40	41	5.53%	56	7.56%	586	79.08%	58	7.83%	741	C	586	79.08%
TOTAL	7032		8017		7915		6361		29325		17689	60.32%
TOTAL "CORRECT FORM" RESPONSES (QUESTIONS 1,2,3,5,6,8,13,15,22)									6582		3512	53.36%
TOTAL "APPROPRIATE COMMUNICATION" RESPONSES (ALL OTHERS)									22743		14177	62.34%

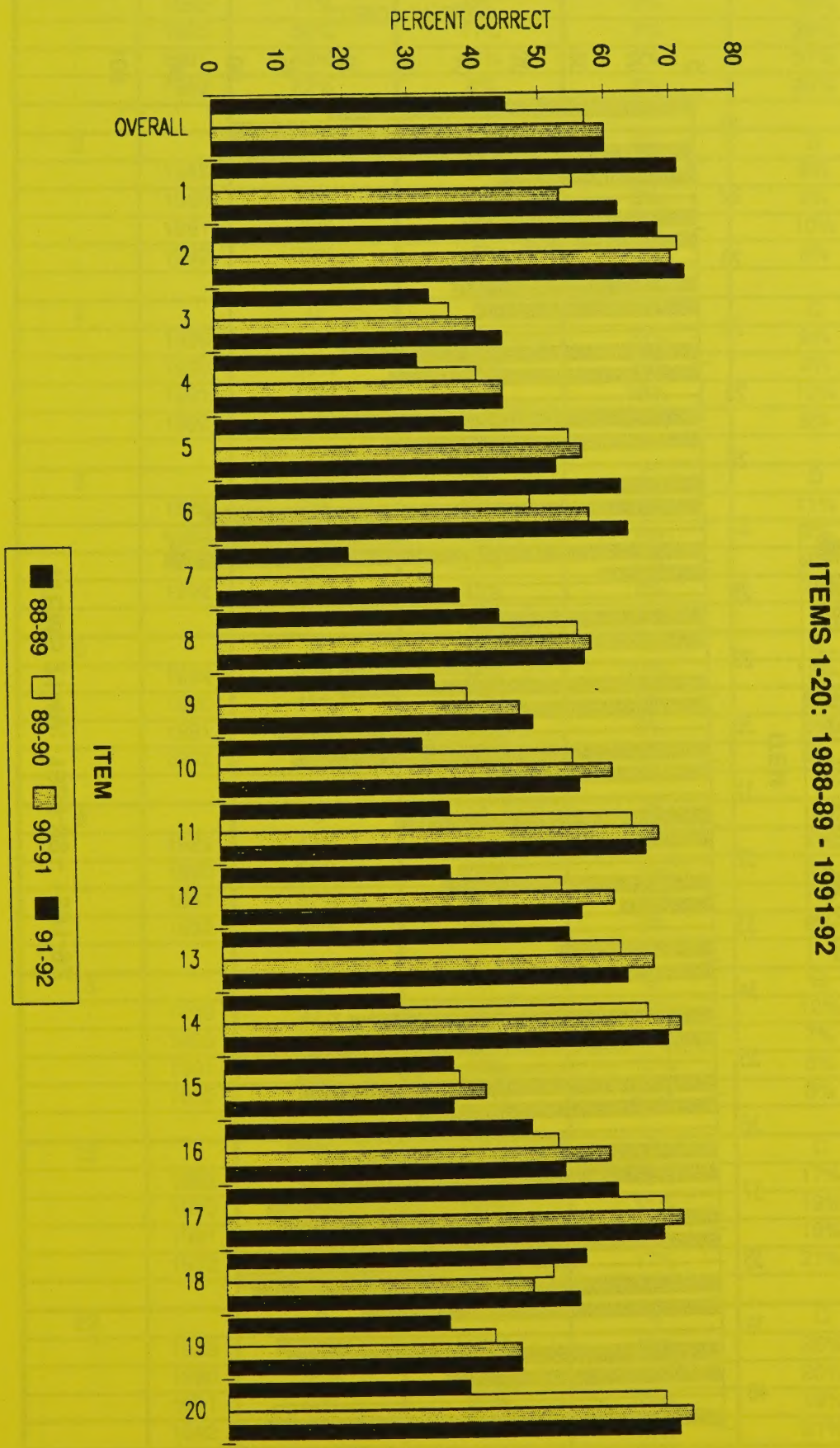
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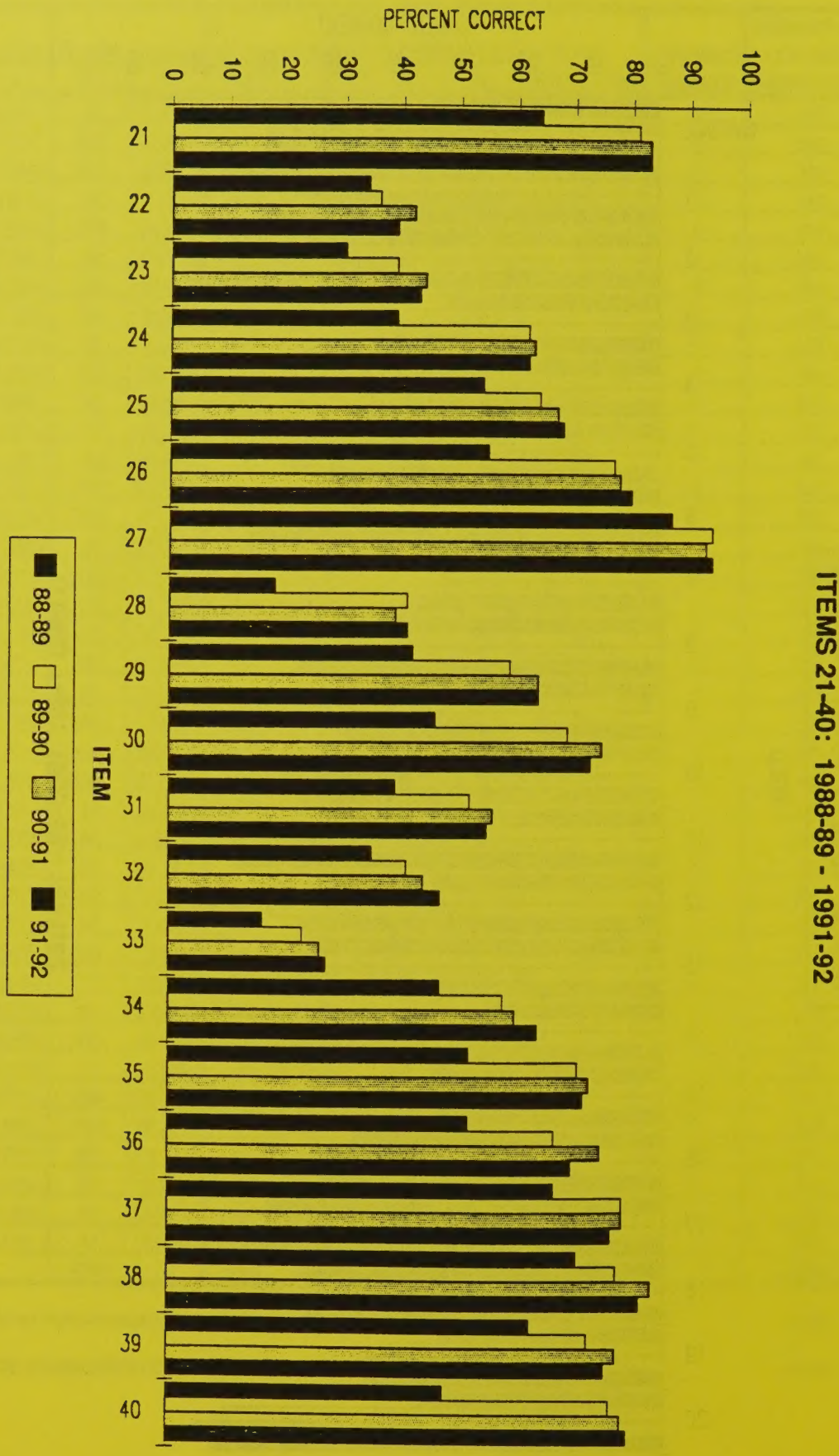
TABLE 7: ITEM ANALYSIS: 1991-1992

ITEM	"A" RESPONSES		"B" RESPONSES		"C" RESPONSES		"D" RESPONSES		TOTAL RESPONSES	CORRECT ANSWER	NUMBER OF CORRECT RESPONSES	PERCENT OF CORRECT RESPONSES
	NO	%	NO	%	NO	%	NO	%				
1	65	8.34%	46	5.91%	482	61.87%	186	23.88%	779	C	482	61.87%
2	115	14.72%	562	71.96%	42	5.38%	62	7.94%	781	B	562	71.96%
3	101	12.93%	264	33.80%	73	9.35%	343	43.92%	781	D	343	43.92%
4	93	11.91%	55	7.04%	342	43.79%	291	37.26%	781	C	342	43.79%
5	403	51.80%	259	33.29%	64	8.23%	52	6.68%	778	A	403	51.80%
6	491	62.79%	200	25.58%	43	5.50%	48	6.14%	782	A	491	62.79%
7	268	34.58%	284	36.65%	194	25.03%	29	3.74%	775	B	284	36.65%
8	204	26.12%	69	8.83%	435	55.70%	73	9.35%	781	C	435	55.70%
9	298	38.16%	35	4.48%	375	48.02%	73	9.35%	781	C	375	48.02%
10	430	54.92%	103	13.15%	211	26.95%	39	4.98%	783	A	430	54.92%
11	67	8.65%	96	12.39%	502	64.77%	110	14.19%	775	C	502	64.77%
12	427	55.24%	133	17.21%	94	12.16%	119	15.39%	773	A	427	55.24%
13	87	11.13%	164	20.97%	43	5.50%	488	62.40%	782	D	488	62.40%
14	93	12.03%	525	67.92%	89	11.51%	66	8.54%	773	B	525	67.92%
15	210	26.82%	136	17.37%	165	21.07%	272	34.74%	783	D	272	34.74%
16	136	17.39%	177	22.63%	409	52.30%	60	7.67%	782	C	409	52.30%
17	111	14.21%	529	67.73%	84	10.76%	57	7.30%	781	B	529	67.73%
18	60	7.72%	102	13.13%	418	53.80%	197	25.35%	777	C	418	53.80%
19	349	44.74%	148	18.97%	157	20.13%	126	16.15%	780	A	349	44.74%
20	41	5.27%	137	17.61%	537	69.02%	63	8.10%	778	C	537	69.02%
21	646	83.03%	47	6.04%	40	5.14%	45	5.78%	778	A	646	83.03%
22	215	27.56%	98	12.56%	160	20.51%	307	39.36%	780	D	307	39.36%
23	50	6.44%	190	24.48%	336	43.30%	200	25.77%	776	C	336	43.30%
24	74	9.52%	485	62.42%	143	18.40%	75	9.65%	777	B	485	62.42%
25	94	12.08%	54	6.94%	103	13.24%	527	67.74%	778	D	527	67.74%
26	82	11.02%	69	9.27%	593	79.70%	0	0.00%	744	C	593	79.70%
27	11	1.48%	701	94.35%	31	4.17%	0	0.00%	743	B	701	94.35%
28	284	41.28%	46	6.69%	242	35.17%	116	16.86%	688	A	284	41.28%
29	114	16.55%	51	7.40%	86	12.48%	438	63.57%	689	D	438	63.57%
30	24	3.24%	539	72.84%	141	19.05%	36	4.86%	740	B	539	72.84%
31	263	35.64%	71	9.62%	404	54.74%	0	0.00%	738	C	404	54.74%
32	176	24.01%	95	12.96%	344	46.93%	118	16.10%	733	C	344	46.93%
33	199	26.86%	409	55.20%	66	8.91%	67	9.04%	741	A	199	26.86%
34	186	25.07%	37	4.99%	44	5.93%	475	64.02%	742	D	475	64.02%
35	66	8.87%	534	71.77%	67	9.01%	77	10.35%	744	B	534	71.77%
36	48	6.50%	143	19.38%	31	4.20%	516	69.92%	738	D	516	69.92%
37	50	6.77%	567	76.73%	66	8.93%	56	7.58%	739	B	567	76.73%
38	25	3.39%	41	5.56%	67	9.09%	604	81.95%	737	D	604	81.95%
39	558	76.02%	41	5.59%	117	15.94%	18	2.45%	734	A	558	76.02%
40	51	6.94%	42	5.71%	588	80.00%	54	7.35%	735	C	588	80.00%
TOTAL	7265		8284		8428		6483		30460		18248	59.91%

TOTAL "CORRECT FORM" RESPONSES (QUESTIONS 1,2,3,5,6,8,13,15,22)	7027	3783	53.84%
TOTAL "APPROPRIATE COMMUNICATION" RESPONSES (ALL OTHERS)	23433	14465	61.73%

/lb


PERCENT CORRECT
0
10
20
30
40
50
60
70
80
OVERALL
1
2
3
4
5
6
7
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11
12
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14
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16
17
18
19
20
ITEM
88-89
89-90
90-91
91-92
ITEMS 1-20: 1988-89 - 1991-92



ITEMS 21-40: 1988-89 - 1991-92

ANALYSIS OF "CORRECT FORM" RESPONSES BY YEAR

ITEM	YEAR	CORRECT	DISTRACTORS		
1		C	A	B	D
	1989	71%	6%	9%	15%
	1990	55%	11%	7%	28%
	1991	53%	10%	5%	31%
	1992	62%	8%	6%	24%
2		B	A	C	D
	1989	68%	12%	10%	9%
	1990	71%	16%	5%	8%
	1991	70%	16%	5%	10%
	1992	72%	15%	5%	8%
3		D	A	B	C
	1989	33%	20%	38%	9%
	1990	36%	16%	39%	9%
	1991	40%	14%	36%	10%
	1992	44%	13%	34%	9%
5		A	B	C	D
	1989	38%	36%	15%	11%
	1990	54%	29%	9%	8%
	1991	56%	29%	7%	9%
	1992	52%	33%	8%	7%
6		A	B	C	D
	1989	62%	18%	60%	13%
	1990	48%	40%	5%	6%
	1991	57%	31%	5%	6%
	1992	63%	26%	6%	6%
8		C	A	B	D
	1989	43%	35%	20%	2%
	1990	55%	27%	8%	9%
	1991	57%	26%	10%	7%
	1992	56%	26%	9%	9%
13		D	A	B	C
	1989	53%	12%	26%	10%
	1990	61%	12%	21%	7%
	1991	66%	12%	15%	8%
	1992	62%	11%	21%	6%
15		D	A	B	C
	1989	35%	28%	19%	17%
	1990	36%	30%	15%	19%
	1991	40%	28%	14%	18%
	1992	35%	27%	17%	21%
22		D	A	B	C
	1989	34%	28%	12%	26%
	1990	36%	30%	14%	20%
	1991	42%	27%	11%	19%
	1992	39%	28%	13%	21%

Karen Chaikoff
Project Research Analyst
Research Services

ANALYSIS OF "APPROPRIATE COMMUNICATION" RESPONSES BY YEAR

ITEM	YEAR	CORRECT	DISTRACTORS		
4		C	A	B	D
	1989	31%	31%	11%	27%
	1990	40%	12%	10%	38%
	1991	44%	11%	9%	36%
	1992	44%	12%	7%	37%
7		B	A	C	D
	1989	20%	23%	45%	12%
	1990	33%	29%	32%	5%
	1991	33%	34%	27%	6%
	1992	37%	35%	25%	4%
9		C	A	B	D
	1989	33%	47%	10%	11%
	1990	38%	37%	10%	15%
	1991	46%	33%	8%	13%
	1992	48%	38%	4%	9%
10		A	B	C	D
	1989	31%	16%	42%	12%
	1990	54%	11%	32%	4%
	1991	60%	10%	26%	4%
	1992	55%	13%	27%	5%
11		C	A	B	D
	1989	35%	17%	25%	23%
	1990	63%	10%	15%	13%
	1991	67%	10%	12%	11%
	1992	65%	9%	12%	14%
12		A	B	C	D
	1989	35%	23%	17%	24%
	1990	52%	19%	13%	16%
	1991	60%	16%	10%	14%
	1992	55%	17%	12%	15%
14		B	A	C	D
	1989	27%	33%	23%	17%
	1990	65%	16%	11%	9%
	1991	70%	11%	11%	8%
	1992	68%	12%	12%	9%
16		C	A	B	D
	1989	47%	24%	20%	9%
	1990	51%	23%	19%	7%
	1991	59%	18%	18%	5%
	1992	52%	17%	23%	8%
17		B	A	C	D
	1989	60%	13%	19%	8%
	1990	67%	15%	13%	5%
	1991	70%	14%	11%	5%
	1992	67%	14%	11%	7%
18		C	A	B	D
	1989	55%	15%	12%	18%
	1990	50%	9%	17%	25%
	1991	47%	8%	17%	28%
	1992	54%	7%	13%	25%

Karen Chaikoff
Project Research Analyst
Research Services

ITEM	YEAR	CORRECT	DISTRACTORS		
19		A	B	C	D
	1989	34%	31%	16%	19%
	1990	41%	23%	21%	16%
	1991	45%	19%	21%	15%
	1992	45%	19%	20%	16%
20		C	A	B	D
	1989	37%	15%	27%	21%
	1990	67%	5%	16%	11%
	1991	71%	7%	14%	8%
	1992	69%	5%	18%	8%
21		A	B	D	C
	1989	64%	14%	7%	15%
	1990	81%	7%	5%	6%
	1991	83%	5%	3%	8%
	1992	83%	6%	5%	6%
23		C	A	B	D
	1989	30%	10%	22%	38%
	1990	39%	9%	27%	24%
	1991	44%	8%	24%	24%
	1992	43%	6%	24%	26%
24		B	A	C	D
	1989	39%	19%	27%	14%
	1990	62%	12%	17%	9%
	1991	63%	10%	18%	8%
	1992	62%	10%	18%	10%
25		D	A	B	C
	1989	54%	23%	13%	11%
	1990	64%	13%	9%	13%
	1991	67%	12%	10%	11%
	1992	68%	12%	7%	13%
26		C	A	B	D
	1989	55%	13%	32%	0%
	1990	77%	10%	14%	0%
	1991	78%	9%	14%	0%
	1992	80%	11%	9%	0%
27		B	A	C	D
	1989	87%	5%	8%	0%
	1990	94%	2%	4%	0%
	1991	93%	3%	4%	0%
	1992	94%	1%	4%	0%
28		A	B	C	D
	1989	18%	12%	56%	15%
	1990	41%	9%	34%	16%
	1991	39%	9%	35%	17%
	1992	41%	7%	35%	17%
29		D	A	B	C
	1989	42%	30%	14%	15%
	1990	59%	19%	8%	14%
	1991	64%	17%	9%	11%
	1992	64%	17%	7%	12%
30		B	A	C	D
	1989	46%	6%	40%	8%
	1990	69%	5%	22%	4%
	1991	75%	3%	19%	4%
	1992	73%	3%	19%	5%

ITEM	YEAR	CORRECT	DISTRACTORS		
31		C	A	B	D
	1989	39%	49%	12%	0%
	1990	52%	35%	13%	0%
	1991	56%	35%	9%	0%
	1992	55%	36%	10%	0%
32		C	A	B	D
	1989	35%	27%	21%	16%
	1990	41%	27%	17%	15%
	1991	44%	24%	15%	17%
	1992	47%	24%	13%	16%
33		A	B	C	D
	1989	16%	48%	20%	15%
	1990	23%	57%	11%	9%
	1991	26%	56%	11%	7%
	1992	27%	55%	9%	9%
34		D	A	B	C
	1989	47%	27%	13%	12%
	1990	58%	25%	8%	10%
	1991	60%	29%	6%	6%
	1992	64%	25%	5%	6%
35		B	A	C	D
	1989	52%	22%	15%	12%
	1990	71%	10%	10%	9%
	1991	73%	8%	9%	10%
	1992	72%	9%	9%	10%
36		D	A	B	C
	1989	52%	11%	25%	13%
	1990	67%	7%	19%	7%
	1991	75%	5%	17%	4%
	1992	70%	7%	19%	4%
37		B	A	C	D
	1989	67%	8%	13%	12%
	1990	79%	5%	8%	8%
	1991	79%	6%	7%	8%
	1992	77%	7%	9%	8%
38		D	A	B	C
	1989	71%	7%	9%	13%
	1990	78%	5%	7%	11%
	1991	84%	4%	5%	8%
	1992	82%	3%	6%	9%
39		A	B	C	D
	1989	63%	11%	21%	5%
	1990	73%	5%	18%	4%
	1991	78%	6%	14%	3%
	1992	76%	6%	16%	2%
40		C	A	B	D
	1989	48%	11%	10%	31%
	1990	77%	7%	8%	8%
	1991	79%	6%	8%	8%
	1992	80%	7%	6%	7%

Appendix E

The Board of Education for the City of Hamilton

100 MAIN STREET WEST, P.O. BOX 558
HAMILTON, ONTARIO, CAN. L8N 3L1
TELEPHONE (416) 527-5092
FAX 521-2536

To: Grade 8 Core French Teachers
Middle School Principals

From: Languages Department

Re: Core French Program Evaluation

The Languages Department has been requested by the trustees of the Board of Education to conduct an annual program evaluation at the end of Grade 8 starting June 1989 and continuing until June 1992.

This evaluation will be carried out annually in the following 10 middle schools:

Mountain:
C.B. Stirling
G.L. Armstrong
Cardinal Heights
Westview
R.A. Riddell

Lower City:
Elizabeth Bagshaw
W.H. Ballard
Prince of Wales
Bennetto
Dalewood

The evaluation has been designed to study student learning outcomes in terms of the overall goal of the Core French Program — communication in French. The test instruments are a combination of items from the Ontario Assessment Instrument Pool and items which reflect the student textual materials used in Hamilton.

The evaluation may be scheduled anytime during the period June 11th to June 18th. Teachers who require guidance in how to administer the test items are requested to contact the Languages Department: John Hill (ext. 336) or Tina Falbo (ext. 415).

Thank you for your co-operation.

John C. Hill

John C. Hill, Co-ordinator
Languages Department

cc: A. Stockwell
P. Beveridge
G. Rappolt

The Board of Education for the City of Hamilton

Core French Program Evaluation

The trustees and senior officials of the Board of Education for the City of Hamilton have requested that an evaluation of the Core French program be carried out at the end of Grade 8 starting in June, 1989, and continuing until June, 1992. Your school has been chosen to participate in this long-term study.

The results of this evaluation will have no effect upon a student's marks. All answers are regarded as confidential by the Research Services Department and the results of the evaluation will be used by the Board to assess the effectiveness of the Core French program citywide.

The trustees and senior officials of the Board of Education wish to thank you for your help and cooperation in completing this evaluation.

Instructions

1. Read each question and the suggested answers carefully.

2. Circle the one answer which you think is correct.

Example: Je reste à la maison pour étudier parce que

a) je vais jouer au basketball
(b) j'ai un test demain
c) je visite le gymnase
d) j'aime les bonbons

Part A

Grade 8 Core French Evaluation

Part A (Questions 1 - 25)

1. Est-ce que _____ écoutes la radio?
   a) Luc
   b) toi et ton frère
   c) tu
   d) les garçons

2. Pourquoi est-ce que nous _____ toujours dans la cuisine?
   a) mange
   b) mangeons
   c) mangent
   d) mangez

3. Les enfants _____ en ce moment.
   a) rentre
   b) rentres
   c) rentrons
   d) rentrent

4. Paul et Marie ne _____ pas au cinéma en autobus.
   a) font
   b) ont
   c) vont
   d) sont

5. Pourquoi est-ce que l'ami de ton frère _____ absent?
   a) est
   b) sont
   c) sommes
   d) êtes

6. Qui _____ raison?
   a) a
   b) as
   c) ai
   d) avez

7. Paulette est fatiguée aujourd'hui. Elle _____ le travail demain.
   a) a complété
   b) va compléter
   c) complète
   d) aime compléter

8. Est-ce que tu es certain de la _____ réponse?
   a) bon
   b) bons
   c) bonne
   d) bonnes

9. _____, il est canadien!
   a) Moi
   b) Eux
   c) Lui
   d) Toi

10. La classe _____ la ville de Québec la semaine passée.
   a) a visité
   b) va visiter
   c) visite
   d) aime visiter

11. Pourquoi est-ce que tu achètes un cadeau pour ton ami?
   a) Parce qu'il a soif.
   b) Parce qu'il va au cinéma avec moi.
   c) Parce qu'il a seize ans aujourd'hui.
   d) Parce qu'il attend ses parents.

12. Madeleine dit que six et neuf font seize.
   a) Elle a tort.
   b) Elle est correcte.
   c) Elle va bien.
   d) Elle fait du mal.

13. Maman achète un gâteau et _____ fruits au magasin.
   a) du
   b) de la
   c) de
   d) des

14. Combien de visiteurs viennent à l'école aujourd'hui?
   a) Ils arrivent à midi.
   b) Il y en a trois.
   c) Ils visitent le gymnase.
   d) Ils viennent de Montréal.

15. Donnez cette lettre _____ petit garçon qui habite là-bas.
   a) aux
   b) à
   c) à la
   d) au

16. _____ est-ce que tu joues au basketball?
   Moi? Je joue à l'école.
   a) Quand
   b) Pourquoi
   c) Où
   d) Combien

17. _____ est-ce que les céréales sont importantes?
   Parce qu'elles nous donnent de l'énergie.
   a) Quand
   b) Pourquoi
   c) Comment
   d) Combien

18. _____ est-ce que tu attends?
Ma cousine.
a) Depuis quand
b) Pourquoi
c) Qui
d) Où

19. C'est le cahier du professeur?
Oui, c'est _____ cahier.
a) son
b) mon
c) leur
d) notre

20. Quand il fait froid en hiver,
a) on porte un bikini.
b) on fait un pique-nique à la plage.
c) on patine dans le parc.
d) on plante des arbres et cultive des fleurs.

21. Pour faire une omelette,
a) on a besoin d'oeufs.
b) on a besoin de café.
c) on a besoin de bonbons.
d) on a besoin de jus.

22. Marc et Claude sont de _____ jeunes hommes.
a) beau
b) belle
c) belles
d) beaux

23. Où sont les photos de ta soeur?
a) Le voilà sur le lit!
b) La voilà sur le lit!
c) Les voilà sur le lit!
d) Voilà! Elle est sur le lit!

24. Si on a faim, on demande:
a) Est-ce que je peux aller à la toilette?
b) Est-ce que je peux manger un biscuit?
c) Est-ce que je peux boire de l'eau?
d) Est-ce que je peux tailler mon crayon?

25. Nous allons à la plage aujourd'hui!
_____! Il pleut.
a) Formidable!
b) Mais si!
c) D'accord!
d) Ah zut!

The Board of Education for the City of Hamilton

Core French Program Evaluation

The trustees and senior officials of the Board of Education for the City of Hamilton have requested that an evaluation of the Core French program be carried out at the end of Grade 8 starting in June, 1989, and continuing until June, 1992. Your school has been chosen to participate in this long-term study.

The results of this evaluation will have no effect upon a student's marks. All answers are regarded as confidential by the Research Services Department and the results of the evaluation will be used by the Board to assess the effectiveness of the Core French program citywide.

The trustees and senior officials of the Board of Education wish to thank you for your help and cooperation in completing this evaluation.

Instructions

1. Read each question and the suggested answers carefully.

2. Circle the one answer which you think is correct.

   Example: Je reste à la maison pour étudier parce que
   - a) je vais jouer au basketball
   - (b) j'ai un test demain
   - c) je visite le gymnase
   - d) j'aime les bonbons

PART B **Grade 8 Core French Evaluation**

The following script is to be read aloud by the teacher for Questions 26 - 29.

"You are calling an airline office for flight information and get a recorded announcement because the office is closed. Listen to the announcement and then answer Question 26. At what time can you find someone in the office? Look first at the possible answers below.

Écoutez:

Je regrette, mais nos bureaux sont fermés jusqu'à demain matin à neuf heures trente. Pour des renseignements sur les vols d'aujourd'hui composez six-trois-sept, deux-neuf-zéro-huit. Merci.

Listen to the announcement again and then answer Question 27. Listen carefully for what you should do. Look first at the possible answers below.

Écoutez:

Je regrette, mais nos bureaux sont fermés jusqu'à demain matin à neuf heures trente. Pour des renseignements sur les vols d'aujourd'hui composez six-trois-sept, deux-neuf-zéro-huit. Merci.

(Use cassette recording #11014.01 Side Two)

Listen to the following recorded conversation between Paul and Marie and then answer Question 28. Who is Suzanne? Look first at the possible answers below.

(Play recording once. Then stop cassette.)

Listen to the conversation again and then answer Question 29. Choose the sentence which best describes what you have heard."

(Play recorded conversation a second time.)

Grade 8 Core French Evaluation

Part B (Questions 26 - 40)

You are calling an airline office for flight information and get a recorded announcement because the office is closed.

26. Listen to your teacher read the announcement.
At what time can you find someone in the office?
Look first at the possible answers below:

a) after 9:30 the next evening
b) after 9:00 the next morning
c) after 9:30 the next morning

27. Listen to your teacher read the announcement again.
Listen carefully for what you should do.
Look first at the possible answers below:

a) Stay on the line; the agents are busy
b) Call 637-2908 for further information
c) (Wrong number.) Hang up and dial again.

Listen to the following recorded conversation between Paul and Marie.

28. Who is Suzanne? Look first at the possible answers below:

a) Suzanne is Marie's friend.
b) Suzanne is Paul & Marie's cousin.
c) Suzanne is a new girl at school.
d) Suzanne is a nurse.

29. Listen to the conversation again. From the possible answers below, choose the sentence which best describes what you have heard:

a) Paul asks if Suzanne is sick.
b) Marie insists that Suzanne is not sick.
c) Marie will find out if Suzanne is sick.
d) Marie insists that Suzanne is sick.

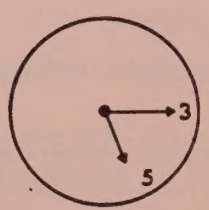
Read the following paragraph. Then answer the questions that follow.

C'est le samedi 23 mars et il y a une tempête de neige. Jacques va à St-Jérôme en autobus. Il y a un accident sur la route et Jacques arrive à St-Jérôme le soir à cinq heures moins le quart. Marie, qui l'attend au terminus, est très fâchée parce qu'il est maintenant trop tard pour aller faire du ski.

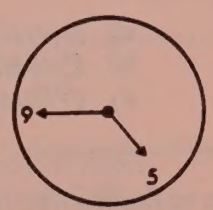
30. Quel temps fait-il?

a) il fait beau
b) il fait froid
c) il ne neige pas
d) il fait très chaud

31. Jacques rencontre Marie à

(a) 

(b) 

(c) 

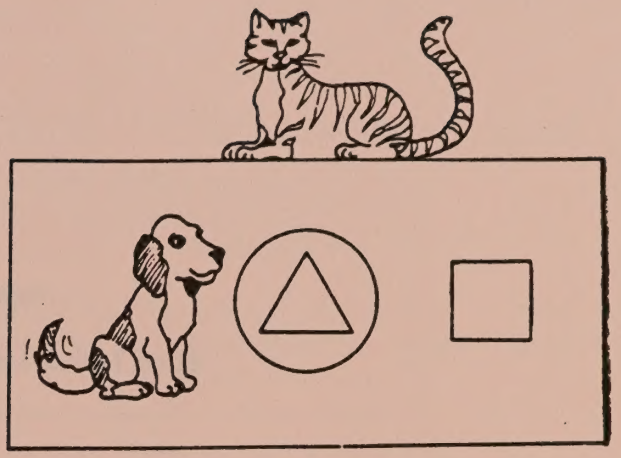
32. Jacques arrive au terminus

a) à l'heure
b) en avance
c) en retard
d) à temps

33. Quand Jacques arrive, Marie

a) n'est pas contente
b) fait du ski
c) n'est pas au terminus
d) n'est pas fâchée

Look at the illustration and complete the sentences which follow.



34. Le chat se repose

a) sous le gros rectangle
b) à côté du cercle
c) dans le rectangle
d) sur le rectangle

35. Le cercle est

a) dans le triangle
b) dans le gros rectangle
c) derrière le chien
d) sur le chat

36. Le chien est assis

a) à côté du chat
b) à droite du triangle
c) dans le carré
d) à gauche du cercle

Read the following passages, taken from magazine advertisements, and identify the product that is being promoted.

37. "Pour photographier dans presque toutes les lumières, utilisez l'Accumat."

a) TV set
b) camera
c) copying machine
d) projector

38. "Pour Arrow, faire des copies parfaites (de très nombreuses copies) en quelques minutes, c'est de la routine."

a) camera
b) motorcycle
c) typewriter
d) copying machine

39. "Regardez la meilleure télé-couleur dans l'histoire de Miracouleur."

a) TV set
b) car
c) projector
d) copying machine

---

40. What would you say to Marie if she had just passed a difficult test?

a) Bon appétit!
b) Ça ne va pas!
c) Félicitations!
d) Quelle bonne idée!

Date: 1994 03 03

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: Status Report: Planning for Pilot Student Health Centre

Report: Information/Decision

Background

At the June 1993 Operations Management Committee meeting a report on the concept of teen health clinics was presented.

The following recommendation was approved at the June 1993 Board meeting:

> *"That a pilot Student Health Centre be instituted in a Secondary School for the time period January 15, 1994 to December 31, 1994".*

Sir Winston Churchill Secondary School was selected as the school for the pilot Student Health Centre.

Since September 1993 planning has been underway through an organizing committee as outlined in Meeting #1 in Appendix I.

As a result of a needs assessment referred to in Meeting #3 in Appendix I the following preliminary results (Meeting #8, Appendix I) were compiled:

- Nutrition (food bank, nutritionist, networking)
- Student mothers' support group
- Nobody's Perfect (new mothers)
- New Wave (separation & divorce)
- Regional Social Services Workers
- Alternatives for Youth (drugs & alcohol)
- S.T.O.P. (Students Teaching Other Peers)
- PRIDE

These results indicate a need for information, counselling and discussion groups on the following:

- feelings (self-confidence, depression, anger)
- sexual behaviour
- STD/AIDS
- drug/alcohol
- violence (peer, family, child abuse)

Issue

To provide an update for trustees on the planning and activities to date regarding the pilot Student Health Centre.

Recommendations

1) That the Status Report: Planning for Pilot Student Health Centre be received for information.

2) That a report on the evaluation of the Pilot Student Health Centre be brought back to the Program Committee by November 1994.

Rationale

Information regarding the planning and activities is outlined in *Appendix I*.

SIR WINSTON CHURCHILL STUDENT HEALTH CENTRE

Adolescence offers unique opportunities for investment in health and well-being. Good mental and physical health enable young people to make the most of these precious years which provide the foundation for adult life.

LOCATION or WHY CHURCHILL?

Feasibility Study Committee visited Churchill as well as other locations. Churchill was selected as the pilot because:

- ☆ the administrative team is very supportive of the concept
- ☆ facilities are excellent
- ☆ a day-care is on site
- ☆ a number of self-supporting students
- ☆ focus groups e.g. anger-management already supported by students and staff
- ☆ attached to a recreation centre
- ☆ staff prepared to support innovative, student-centred projects

MEETING #1 SEPTEMBER 8, 1993

Carol Schulze, PHN, 1/2 time schedule
Debbie Wassell, PHN, 1/2 day/week

Organizing Committee:
Vice-Principal - Liz Shuttleworth; Co-Chair
Public Health Supervisor - Leanne Siracusa, Co-Chair
Trustee - Ray Mulholland
Guidance - Robin Magill
Parents - 6
Students - 10
Adjustment Services - Craig Ashbaugh
Program - Stella Gibson
Staff - Barbara Wingfield, Darlene McFadden-Hart
Principal - Paul Gordon
Vice-Principal - Jack Baxter
Administrative Assistant - Bonnie Robertson
Public Health Nurses - Carol Schulze, Debbie Wassell
Psychological Services - Gillian Anchel

MEETING #2 SEPTEMBER 16, 1993

Arrangements made to visit Student Health Centre at Waterdown
- Carol, Debbie and Liz

SEPTEMBER 21, 1993

Met with students and PHN at Waterdown to discuss program. Liz met with Bob Bruce, Principal and Sharon Jack, Head of Guidance.

Student Health Centre discussed at Cabinet Meetings and on the agenda of all Staff Meetings.

OCTOBER 5, 1993

Student Meeting in the Cafeteria of all interested in being involved. Forty students attended and worked in "brain-storming" sessions with the PHNs. Prior to this meeting, Debbie and Carol visited a cross-section of classes and made presentations.

OCTOBER 6, 1993 PARENT ADVISORY MEETING
Leanne Siracusa, Carol Schulze made a presentation to parents and requested volunteers for the Organizing Committee. Six responded.

MEETING #3 OCTOBER 13, 1993
4:00 - 6:00 INAUGURAL MEETING S.W.C. STUDENT HEALTH CENTRE - Organizing Committee

Terms of Reference introduced and revised - see attached

Needs Assessment - a cross section of students (200) will answer a questionnaire to gath information about what issues are important and the services a student health centre could provide. The questionnaire is anonymous and confidential.
A shorter version will be available to parents on Parents' Night, November 17 and to staff at the November 25 staff meeting. The needs assessment is based on the Waterdown survey and Connie Kidd, Research Services provided valuable input.

NOVEMBER 2, 1993

Student committee members toured Waterdown with Mrs. Wingfield, Mrs. Robertson and Robin Magill.

MEETING #4 NOVEMBER 10, 1993

Terms of Reference accepted.
Report by students of Waterdown tour.
Parent Committee members volunteer to be available Parents' Night to offer information to other parents.

MEETING #5 NOVEMBER 24, 1993

Needs assessment distributed and completed by students.
Alternatives for Youth - Penny Burley will be available in the Health Centre 1/2 day per week.

MEETING #6 DECEMBER 8, 1993

Needs assessment distributed to parents and representatives of the community.
Focus group meetings i) students who are self-supporting; ii) students who have children in the day care.

MEETING #7 JANUARY 12, 1994

Alternatives for Youth - Penny Burley made a presentation.

Cities in Schools - a project in North York where many agencies come together to provide services in the schools. A number of committee members will visit.

MEETING #8 FEBRUARY 9, 1994

Preliminary results of needs assessment and focus groups

- ☆ Nutrition (food bank, nutritionist, networking)
- ☆ Student mothers' support group
- ☆ Nobody's Perfect (new mothers)
- ☆ New Wave (separation & divorce)
- ☆ Regional Social Services Workers
- ☆ Alternatives for Youth (drugs & alcohol)
- ☆ S.T.O.P. (Students Teaching Other Peers)
- ☆ PRIDE

Preliminary Results indicate a need for information, counselling and discussion groups on the following:

- ☆ feelings (self-confidence, depression, anger)
- ☆ sexual behaviour
- ☆ STD/AIDS
- ☆ drug/alcohol
- ☆ violence (peer, family, child abuse)

STUDENT HEALTH CENTRE ORGANIZING COMMITTEE

Terms of Reference

Purpose:

- To provide direction and resources to the student health centre (SHC) in planning activities and implementing services that will help meet psycho-social health needs of students and promote active healthy living. In so doing, the student health centre will help students achieve their best possible health status, educational achievement, and future opportunities.

Objectives:

- To ensure the participation of a cross section of students and parents in planning the student health centre
- To ensure involvement from a range of relevant community agencies
- To ensure the development of services based on needs identified by students/ parents/staff
- To provide feedback about the evaluation of the student health centre
- To ensure the student health centre serves all students
- To determine the need for workgroups (eg. needs assessment)
- To provide and receive feedback to/from workgroups
- To assist these groups in working out logistical details of planning and implementation

Duration/Frequency of Meetings: 1.5 hours every three weeks (or at the call of the co-chairs during the first semester). Dates to be set for the fall at first meeting. To be re-assessed at the end of the first semester.

Chair: To be co-chaired by representatives of School and Public Health.

Agenda: Items to be submitted to either co-chair (in advance if possible) and agenda distributed in advance of meetings.

Minutes: To be taken by members on a rotating basis and typed by school. To be distributed in advance of meetings.

Location of Meetings: At the school

Attendance at Meetings: Due to the short time frame for the pilot all members' input (and therefore attendance) is important. Please send a delegate if unable to attend.

LS:dp

URBAN/MUNICIPAL
CA4 ON HBL W26
A38
1994

AGENDA

PROGRAM COMMITTEE

1994 04 12

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Adult and Continuing Education 1993 Annual Report — **Page 1**

   . Independent Study Program
   . Dofasco Program

2. Status Report on the Recommendations Appended to the Secondary School Study Report — **Pages 2 to 22**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Update on the Implementation of the Grade 9 Program (Destreaming), Semester I — **Pages 23 to 64**

2. System Plan for the Implementation of the Common Curriculum – Grades 1 to 9 – To be deferred to 05.94

NEW BUSINESS:

1. Report on School Achievement Indicators Program (SAIP) Mathematics Results — **Pages 65 to 104**

2. Report on Provincial Standards: Mathematics Grades 3, 6 and 9 — **Page 105 (Plus Separate Package)**

DATE: 1994 04 12

TO: Chairman and Members
Program Committee

FROM: E. G. Bond
Superintendent of Program

RE: Adult and Continuing Education 1993 Annual Report
•Independent Study Program
•Dofasco Program

REPORT: Information/Decision

BACKGROUND:

At the Program Committee Meeting of 1994 03 03 it was recommended that the Principal of Continuing Education review the Independent Study Credit Program and report back to the Program Committee by April 1994.

Following a review and financial analysis of alternative delivery of Independent Study the Principal of Continuing Education met with Senior Management on Monday, March 28, 1994. At that time it was determined that there was a need for some additional information before a final recommendation was made regarding the Independent Study Credit Program.

ISSUE:

To determine a method to provide cost-effective delivery of the Independent Study Credit Program.

RECOMMENDATIONS:

1) To continue to deliver the Independent Study Program in the present form until June 24, 1994.

2) To continue the Dofasco Project until June 24, 1994.

3) That the Principal of Adult and Continuing Education report back to the Program Committee with recommendations regarding the Independent Study Credit Program and the Dofasco Project by June 1994.

RATIONALE:

The recommended timeline will enable:

- students to complete the Independent Study Credit Program for the 1993-94 school year.
- the Principal of Adult and Continuing Education to meet with the Superintendent of Human Resources and OSSTF representatives to review possible alternative delivery for the Independent Study Program.
- the Principal of Adult And Continuing Education to meet with Dofasco representatives to discuss the situation regarding the future viability of the Independent Study Program.

Date: 1994 04 12

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: **Status Report on the Recommendations Appended to the Secondary School Study Report**

Background

In October 1991, the Board approved the following recommendation contained in ***The Secondary School Study Report***:

> *That, following the Hamilton Board of Education's approval of the Secondary School Study Report, all recommendations in the appendices to the Report be referred to the appropriate Board of Education Departments or to the proposed Secondary School Development Committee for consideration and that over a three to five-year period, recommendations proposed for implementation be brought to the Board with appropriate rationale and costing.*

In October 1993, the Director requested the Secondary School Development Committee to prepare a "*report card*" on the disposition of the appended recommendations.

Issue

To share with trustees the status of the recommendations appended to ***The Secondary School Study Report (1991).***

Recommendations

1. That this **Status Report on the Recommendations Appended to *The Secondary School Study Report (1991)*** be received for information.

2. That the Director establish a committee to develop a plan re. directions for secondary education in the System, and report back to the Program Committee by November 1994.

Rationale

Recommendations (**Appendix B**) were appended to the ***The Secondary School Study Report (1991)***, and subsequently in 1992 were referred by The Secondary School Development Committee to those groups designated in ***The Report*** for their consideration and possible action.

Appendix A provides a summary of the current status of the recommendations as reported by the designated groups to The Secondary School Development Committee in 1993.

Appendix B provides the current status of each recommendation. Members of Senior Management can orally provide specific rationale for the current status of these individual recommendations.

Appendices

A: Summary and General Rationale
B: Current Status of Individual Recommendations

Prepared by

Bill Manson, Chairman of the Secondary School Development Committee

Appendix A

1. Summaries: Current Status

Status	# Rec's
Not yet considered	21
Currently under review	37
Currently in implementation	50
Implemented	13
Considered & rejected	7
Total	**128**

130 recommendations appended to *The Secondary School Study Report* were referred to 8 groups for their consideration and possible action. The chart at the left summarizes the current status of these recommendations. The chart below provides more detail.

Number of Recommendations Referred	Referred to –	Topics	Not Yet Considered	Currently under Review	Currently in Implementation	Implemented	Considered & Rejected
63	**A. Program Department**	1. Transition Years		1	2		
		2. Specialization Years	3				
		3. Board Initiatives		5	4		
		4. Technology in the 90's	1	4	10	1	1
		5. Literacy		7	2	1	
		6. Environment			1		
		7. The Larger Classroom		1	2	1	
		8. Race Relations					
		9. General	1	2	6	6	1
16	**B. Human Resources Department**	1. Transition Years		3			1
		2. Specialization Years	4				
		3. Board Initiatives			1		
		4. Technology in the 90's					1
		5. Literacy					3
		8. Race Relations			1		
		9. General		1		1	
4	**C. Component Staffing Committee** (disbanded)	3. Board Initiatives	1				
		4. Technology in the 90's	1				
		9. General	1		1		
1	**D. Industrial Education Council**	9. General			1		
16	**E. Senior Management**	3. Board Initiatives	2	4	1		
		4. Technology in the 90's	1				
		6. Environment			2		
		7. The Larger Classroom	1				
		8. Race Relations			1	1	
		9. General	1		2		
1	**F. Finance Department**	4. Technology in Education		1			
2	**G. Information Management Services** (disbanded)	7. The Larger Classroom	2				
25	**H. Secondary School Development Committee**	1. Transition Years		2	5		
		2. Specialization Years		1			
		3. Board Initiatives		1	5	1	
		4. Technology in the 90's				1	
		5. Literacy		1			
		7. The Larger Classroom	2	2	3		
		9. General		1			
128	8 groups	Totals	21	37	50	13	7

2. General Rationale

2.1 *Not Yet Considered*

Most of these recommendations are awaiting Board and/or Ministry directions on

- the Specialization Years
- System Restructuring
- Site-based Management
- School Restructuring
- Component Staffing

2.2 *Currently Under Review*

Most of these recommendations are awaiting decisions by the Board on

- Literacy and Numeracy
- Basic Level Education
- Annual Budgets
- Partnerships

2.3 *Currently in Implementation* or *Implemented*

Most of these recommendations were in implementation at the time of ***The Report (1991)***, or were referred to Action Teams whose recommendations were subsequently approved for action by the Board.

2.4 *Considered and Rejected*

These recommendations are either contrary to Board/Ministry policy and directions, or were referred to another department for consideration.

Appendix B:

Current Status of Individual Recommendations

1 not yet considered
2 currently under review
3 in implementation
4 implemented
5 considered and rejected

Recommendation Referred 09/29/92	1	2	3	4	5
A. TO PROGRAM DEPARTMENT					
Transition and Specialization Years					
Recommended that an on-going in-service program be developed and implemented which: • **fosters understanding of,** • **promotes skills development for,** • **encourages commitment to,** **effective classroom practice and program delivery for the curriculum of the '90s.** [Also to Human Resources Department & Staff Development Action Team]			✓		
Recommended that components of all in-service programs involve the image of the ideal educated person and the image of the ideal teacher. [Also to Human Resources Department and Staff Development Action Team]		✓			
Recommended that, in anticipation of the prospect of a de-streamed Grade 9, student evaluation strategies be explored which will challenge the high-ability student, will serve to motivate and encourage the low-ability student ... and yet will provide students and parents appropriate feedback to allow them to make sound option selections for a "streamed" Grade 10.			✓		
Board Initiatives/Decentralization					
Recommended that the Program Department revise the Board's RDI model to reflect the goals of school-based management and that this revision be brought to Senior Management for approval by June, 1991. (Note: "School-based Management" will require clarification.) [To Development & Implementation Action Team]		✓			
Recommended that all programs developed in the Board use the RDI model in a systematic way and at the appropriate scale (system, area, school, department).			✓		
Recommended that the Program Department produce the system three-year curriculum plan in draft form for January of each year and that it be finalized upon budget approval in March/April. [To Development & Implementation Action Team]			✓		
Recommended that the Program Department, in consultation with secondary school principals and area supervisors, revise the Secondary School Program Implementation Plan by November 1991 to identify core program and reflect school-based management. (Note: "Core Program" and "School-based Management" will require clarification.) [To Development & Implementation Action Team]		✓			
Recommended that as key components of all System, Area and school in-service programs for growth and development, the following components be integrated and emphasized: • knowledge to raise awareness and foster understanding of the broad concepts of change, and of the positive nature of professional growth and development. • skills to deal effectively with the broader processes of change, and of professional growth and development. • effect to foster acceptance of the need for positive change, and for on-going professional growth and development in terms of established goals. [Also to Human Resources Department & Staff Development Action Team]			✓		

1 not yet considered
2 currently under review
3 in implementation
4 implemented
5 considered and rejected

Recommendation Referred 09/29/92	1	2	3	4	5
Recommended that program delivery continue to be offered in a wide variety of ways to best meet student needs, and that this include the continuation of special needs or alternative schools for special needs students. [To Alternative Education Action Team]		✓			
Recommended that all schools negotiate with the Program Department, through the appropriate Superintendent of Schools, a plan for a comprehensive school self-evaluation. [To Accountability Action Team]		✓			
Recommended that in view of the greater diversity which may evolve in schools resulting from decentralization, a set of measurable school objectives be established for which each Principal will be responsible. [To Accountability Action Team]		✓			
<u>Technology in the 90's</u>					
Recommended that the Board offer programs which meet the needs of all students in the school: technical literacy for general interest, skills training for direct employment, and/or background knowledge required for post-secondary studies. [To Tech. Co-ordinator]			✓		
Recommended that the Board consolidate the current sixty-plus subjects which can be taught from the technological studies guidelines into five major areas: (i) Communications (i) Construction (iii) Manufacturing (iv) Services (v) Transportation [To Tech. Co-ordinator]				1993	
Recommended that programs be problem based and that student-centred learning, independent skills and co-operative learning be emphasized. [To Tech. Co-ordinator]			✓		
Recommended that programs be adapted to meet the needs of students in each school community. [To Tech. Co-ordinator]			✓		
Recommended that, wherever possible, related programs involve team teaching (two or more teachers) to provide a range of resources for the students. [To Tech. Co-ordinator]		✓			
Recommended that flexibility of program delivery be ensured so that programs are available for the maximum number of students in the city. [To Tech. Co-ordinator]			✓		
Recommended that programs which lead to post-secondary studies be developed in consultation with post-secondary institutions. [To Tech. Co-ordinator]		✓			
Recommended that the Integrated Apprenticeship Program of the Hamilton Board of Education be implemented as approved by the Ministry of Education. [To Tech. Co-ordinator]			✓		

1 not yet considered
2 currently under review
3 in implementation
4 implemented
5 considered and rejected

Recommendation Referred 09/29/92	1	2	3	4	5
Recommended that the Hamilton Board of Education continue to support a technological showcase every four years to advertise new technological trends and programs in our schools. [To Tech. Co-ordinator]		✓			
Recommended that communication with Mohawk College and other community colleges be encouraged with a view to reaching articulation agreements. (Note: "Articulation Agreement" will require clarification.) [To Tech. Co-ordinator]			✓		
Recommended that the concepts of technology be introduced, at the primary and junior levels, in Science, Visual Arts, and Environmental Studies.			✓		
Recommended that the implementation of the middle school Design and Technology Document be supported by middle-school Principals, secondary school Technical Department Heads, Principals and Senior Management. [To Tech. Co-ordinator]			✓		
Recommended that Computers in Education, school libraries and Media in Education be combined into one department at one site by September, 1991.					1993
Recommended that a system plan for technical support of Partners In Action, Computers In Education, and Media In Education be developed at the school, area, and system levels.		✓			
Recommended that a Curriculum Information System be created to permit resources of all types to be readily accessible to teachers.	✓				
Recommended that on-going and updated in-service opportunities and programs be developed and implemented to: • **foster understanding,** • **develop and upgrade skills for the use,** • **encourage the integration, where appropriate,** **of the technologies of the '90s.** [Also to Human Resources Department & Staff Development Action Team]			✓		
Recommended that financial resources continue to be provided to support a comprehensive plan for purchase of new technological equipment and supplies and for the provision of appropriate facilities. [Also to Accommodation Committee]			✓		
<u>Literacy</u>					
Recommended that the Program Department purchase or create an interdisciplinary skills list by June, 1991.				1993	
Recommended that the Program Department, area teams, and the Information Management Services Department jointly develop a systematic plan to educate parents and the community in the concept of literacy.		✓			
Recommended that every effort be made to develop partnerships among business, industry, post-secondary institutions, and volunteers in programs to eliminate illiteracy in our community. [To Continuing Education Action Team]		✓			
Recommended that resources continue to be focused on the development of children's language skills in the early and primary years.		✓			

1 not yet considered
2 currently under review
3 in implementation
4 implemented
5 considered and rejected

Recommendation Referred 09/29/92	1	2	3	4	5
Recommended that in-service programs be developed and implemented as a system priority to ensure that literacy is an integral component of all programs. (Note: "Literacy" will have to be clarified.) [Also to Human Resources Department & Staff Development Action Team]		✓			
Recommended that these in-service programs also deal with: • **reading for pleasure,** • **media and computer literacy,** • **language across the curriculum.** [Also to Human Resources Department & Staff Development Action Team]		✓			
Recommended that the whole language learning concepts from the Primary Division be used in in-service for the system. [Also to Human Resources Department & Staff Development Action Team]			✓		
Recommended that the Board develop benchmarks or competency levels in language studies that continue from the Growing Into Language Document (JK to Grade 3). [To Accountability Action Team]		✓			
Recommended that the Board investigate benchmarks in mathematics and other subjects as the directions and parameters of the Ministry develop. [To Accountability Action Team]			✓		
Recommended that the Board implement a program of remediation for students who do not meet the competency levels. [to Accountability Action Team]		✓			
<u>Environment</u>					
Recommended that on-going in-service programs be developed and implemented as a system priority to: • **raise awareness of environmental issues,** • **promote the environment as a focus in all curricula.** [Also to Senior Management & Environmental Steering Committee]			✓		
<u>The Larger Classroom</u>					
Recommended that teacher/librarians, department heads, and teachers work co-operatively to plan meaningful inter-disciplinary experiences for students.			✓		
Recommended that priority be given to implementation of the Ministry Co-operative Education policy document.				1992	
Recommended that a greater emphasis be placed upon the marketing of our service to address the needs of a diverse adult population... • **the needs of those seeking higher educational qualifications.** • **the needs of those seeking employment skills.** • **the needs of retirees.** • **the needs of the young adult with small children.** [To Adult Education Action Team]		✓			
Recommended that, where appropriate, co-ordinators establish subject advisory committees with representation from business, industry and institutes of higher learning.			✓		

1 not yet considered
2 currently under review
3 in implementation
4 implemented
5 considered and rejected

Recommendation Referred 09/29/92	1	2	3	4	5
General					
Recommended that all programs continue to have a strong "affect" component focused on social and interpersonal skills and the skills of co-operation, negotiation, and shared leadership.			✓		
Recommended that the Family Studies and Physical Education Departments develop a plan involving all roles in the secondary system to improve the physical and emotional "fitness" of secondary school students using the two Ministry guidelines. [To School Support Services Action Team]			✓		
Recommended that the two tri-board projects (Substance Abuse and Family Violence) be clearly understood as system and community responsibilities which go far beyond classroom "curriculum."			✓		
Recommended that the steering committee ensure that the substance abuse curriculum be in place by the dates recommended in Ministry guidelines.				✓	
Recommended that the family violence program be managed under the family studies department and supported by both area teams and by the staff development department.				✓	
Recommended that all subjects foster career awareness, and career planning as an integral part of their programs.		✓			
Recommended that a system Arts Policy be developed by the appropriate co-ordinators and department heads and adopted by Senior Management and the Board.				1991	
Recommended that the following subjects, in view of their major changes in program direction, report to Senior Management before December 1991, and that a plan to share these changes with and beyond the system be developed by the appropriate co-ordinator: • Third Languages • Dramatic Arts • Family Studies • Co-operative Education				✓	
Recommended that the following system reviews report to Senior Management (Board) as soon as possible: • EASL/D • TMR Program • Role of the LRT [To ESL & Special Education Action Teams]				1992	
Recommended that the following system reviews report the changes in direction to Senior Management: • Gifted Education Review • Special Education Review (Plan) [To Special Education Action Team]			✓		
Recommended that the Program Department develop Levels of Use Charts as an integral part of all new curricula. (Note: "Levels of Use Charts" purpose should be clarified.)			✓		

1 not yet considered
2 currently under review
3 in implementation
4 implemented
5 considered and rejected

Recommendation Referred 09/29/92	1	2	3	4	5
Recommended that a systematic approach to curriculum review, based on the RDI Model, be implemented in all subject disciplines. [To Accountability Action Team]				✓	
Recommended that the Board's plan for Curriculum Review be integrated with the Ministry of Education's schedule for subject review. [To Accountability Action Team]					✓
Recommended that the Program Department use the Ministry of Education's OAC examination reviews as a basis for determining appropriate examination questions and examination evaluation criteria. [To Accountability Action Team]			✓		
Recommended that all curricula be written with a reasonable number of measurable objectives which must be achieved and a system of remediation be established to assist students who are not able to master the identified objectives. [To Accountability Action Team]		✓			
Recommended that Information Management Services develop a program to provide a systematic, statistical analysis showing success rate, completion rate and mark distribution by subject and by school. [To Accountability Action Team]	✓				

1 not yet considered
2 currently under review
3 in implementation
4 implemented
5 considered and rejected

Recommendation Referred 09/29/92	1	2	3	4	5
B. TO HUMAN RESOURCES DEPARTMENT					
Transition and Specialization Years					
Recommended that an on-going in-service program be developed and implemented which: • **fosters understanding of,** • **promotes skills development for,** • **encourages commitment to,** **effective classroom practice and program delivery for the curriculum of the '90s.** [Also to Program Department & Staff Development Action Team]					Referred
Recommended that components of all in-service programs involve the image of the ideal educated person and the image of the ideal teacher. [Also to Program Department & Staff Development Action Team]		✓			
Recommended that the Board work closely with teacher training institutions to ensure that teacher training in the '90s meets the needs of the Hamilton system in terms of Ministry initiatives.		✓			
Recommended that the Board work closely with teacher training institutions to ensure that teacher training in the '90s meets the needs of the Hamilton system in terms of Ministry initiatives.		✓			
Board Initiatives/Decentralization					
Recommended that as key components of all System, Area and school in-service programs for growth and development, the following components be integrated and emphasized: • knowledge to raise awareness and foster understanding of the broad concepts of change, and of the positive nature of professional growth and development. • skills to deal effectively with the broader processes of change, and of professional growth and development. • affect to foster acceptance of the need for positive change, and for on-going professional growth and development in terms of established goals. [Also to Program Department & Staff Development Action Team]			✓		
Technology in the 90's					
Recommended that on-going and updated in-service opportunities and programs be developed and implemented to: • foster understanding, • develop and upgrade skills for the use, • encourage the integration, where appropriate, of the technologies of the '90s. [Also to Program Department & Staff Development Action Team]					Referred

1 not yet considered
2 currently under review
3 in implementation
4 implemented
5 considered and rejected

Recommendation Referred 09/29/92	1	2	3	4	5
Literacy					
Recommended that in-service programs be developed and implemented as a system priority to ensure that literacy is an integral component of all programs. (Note: "Literacy" will have to be clarified.) [Also to Program Department & Staff Development Action Team]					referred
Recommended that these in-service programs also deal with: • reading for pleasure, • media and computer literacy, • language across the curriculum. [Also to Program Department & Staff Development Action Team]					referred
Recommended that the whole language learning concepts from the Primary Division be used in in-service for the system. [Also to Program Department & Staff Development Action Team]					referred
Race Relations					
Recommended that intensive and on-going in-service programs be developed and implemented to: • raise awareness of the need for bias-free curricula, • encourage all staff to model behaviours which promote racial, ethnic, cultural and religious understanding and harmony. [Also to Senior Management & Race Relations Committee]			✓		
General					
Recommended that, in consultation with the Affiliates, the Board clearly define roles and establish evaluation criteria for Principals, Vice-Principals, Department Heads, Assistant Heads, Co-ordinators and Consultants and that a systematic evaluation process be implemented.		✓			
Recommended that the Board refine its hiring process to include clearly stated criteria, with supporting rationale based on "The Image of the Ideal Teacher."				1992	

1 not yet considered
2 currently under review
3 in implementation
4 implemented
5 considered and rejected

Recommendation Referred 09/29/92	1	2	3	4	5
C. TO COMPONENT STAFFING COMMITTEE					
Board Initiatives/Decentralization					
Recommended that core program be staffed as a "component" of component staffing so that schools with less than 1,000 regular students are not penalized by limiting other selections.	✓				
Technology in the 90's					
Recommended that principals ensure co-operative planning time is provided for teachers and teacher-librarians.	✓				
General					
Recommended that principals continue to provide bi-level and/or multi-grade classes where appropriate, to sustain a diversity of curriculum offerings.			✓		
Recommended that small composite schools investigate the concept of offering a multi-subject lab, where one or two teachers with para-professional help would work with students in related subject areas on a small group basis.	✓				
D. TO INDUSTRIAL EDUCATION COUNCIL					
Recommended that the Hamilton Board of Education expand Partners in Education to all schools to complement school-based programming.			✓		

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Recommendation Referred 09/29/92	1	2	3	4	5
E. TO SENIOR MANAGEMENT					
Board Initiatives/Decentralization					
Recommended that the Board approach the Affiliate to form a Steering Committee of Board and Affiliate representatives to: • review the current practice for professional growth and development, • develop criteria and new procedures, if necessary, for professional growth and development in terms of the established directions of secondary education in the '90s and Article 27.1 of the Collective Agreement, • implement the newly developed practice. [To Personnel Evaluation Committee]		✓			
Recommended that the Board provide adequate resources (personnel, time, money) to effect the review, development and implementation outlined in 4.2.2.1. [To Personnel Evaluation Committee]		✓			
Recommended that the Board as a priority undertake to define staff roles under decentralization and reorganization, and within the CRDI model.		✓	✓		
Recommended that System in-service programs be developed and implemented to familiarize all management, leadership and classroom staff with: • the CRDI model and process, • the central, area and school role delineations within that model.		✓			
Recommended that there be developed and implemented a clearly-defined procedure for any future school closing or amalgamation of schools, including an appropriate timeline.	✓				
Race Relations					
Recommended that any system, area, or school-based program development use the values and principles stated in the working paper, Toward Racial and Ethno-cultural Equity, until such time as the formal policy is in place. [To Race Relations Committee]				✓	
Recommended that intensive and on-going in-service programs be developed and implemented to: • raise awareness of the need for bias-free curricula, • encourage all staff to model behaviours which promote racial, ethnic, cultural and religious understanding and harmony. [Also to Human Resources Department]			✓		
Environment					
Recommended that priority be given, in terms of the necessary resources (time, personnel, equipment, supplies), to environmental programs as recommended in the environmental studies review. [To Environmental Steering Committee]			✓		
Recommended that on-going in-service programs be developed and implemented as a system priority to: • raise awareness of environmental issues, • promote the environment as a focus in all curricula. [Also to Program Department & Environmental Steering Committee]			✓		

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Recommendation Referred 09/29/92	1	2	3	4	5
<u>The Larger Classroom</u>					
Recommended that secondary schools establish school advisory committees with representation from parents, business, industry, community colleges and universities. [To Site-Based Management Committee]	✓				
<u>Board Initiatives/Decentralization</u>					
Recommended that core program be staffed as a "component" of component staffing so that schools with less than 1,000 regular students are not penalized by limiting other selections.	✓				
<u>Technology in the 90's</u>					
Recommended that principals ensure co-operative planning time is provided for teachers and teacher-librarians.	✓				
<u>General</u>					
Recommended that principals continue to provide bi-level and/or multi-grade classes where appropriate, to sustain a diversity of curriculum offerings.			✓		
Recommended that small composite schools investigate the concept of offering a multi-subject lab, where one or two teachers with para-professional help would work with students in related subject areas on a small group basis.	✓				
Recommended that, in consultation with the Affiliates, the Board establish and implement teacher evaluation criteria for contract maintenance. [To Teacher Evaluation Committee]			✓		

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Recommendation Referred 09/29/92	1	2	3	4	5
F. TO FINANCE DEPARTMENT					
Technology in the 90's					
Recommended that every avenue for resource sharing with industry and business be investigated.		✓			

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Recommendation Referred 09/29/92	1	2	3	4	5
G. TO INFORMATION MANAGEMENT SERVICES DEPARTMENT					
The Larger Classroom					
Recommended that a process be established to systematically obtain feedback from industry and community colleges regarding the knowledge and skill level of our technology graduates.	✓				
Recommended that Information Management Services track the graduates of our System by post-secondary institution, post-secondary program, and by job classification. [Also to Retention Committee]	✓				

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Recommendation Referred 09/29/92	1	2	3	4	5
Referrals and recommendations to the proposed Secondary School Development Committee.					
Transition and Specialization Years					
Recommended that a Transition Years plan be put into place for system implementation in September, 1993 (i.e., for those students who entered Grade 6 in September, 1990).			✓		
Recommended that major changes in program direction in the Specialization Years be deferred until 1991 or until there is a clearer picture of the Transition Years Plan and Ministry direction.		✓			
Recommended that on-going in-service programs and opportunities be developed and implemented which encourage understanding and collaboration across the Grade 8-9 interface by providing opportunities for: • sharing and networking among schools, departments and teachers, • staff shadowing and exchanges, both short and long-term. • sharing the ideas and concepts of the Middle School Strategic Plan.			✓		
Recommended that principals, vice-principals, and department heads strengthen interfaces between middle and secondary schools which will provide opportunities for middle school students to become more aware of how the secondary school operates, and more aware of specific subject offerings and the implications of "levels of difficulty."			✓		
Recommended that, for Grade 9 students where appropriate, timetables and/or program be developed that stress cohesiveness, keeping student groups together more and/or giving individual teachers more than one contact with a particular class.		✓			

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Recommendation Referred 09/29/92	1	2	3	4	5
Recommended that principals, vice-principals, and department heads develop a school plan to encourage student-centred, activity-based strategies.			✓		
Recommended that a process be established for monitoring and evaluating the implementation of the Transition Years component of the Ministry of Education's plan to restructure education with particular emphasis on the interface between Grades 8 and 9 and Grades 9 and 10.			✓		
Board Initiatives/Decentralization					
Recommended that when population in a community secondary school declines severely, it come under review to ensure that quality and diversity of program are maintained.		✓			
Recommended that a system plan for program initiation be developed that balances the need for both school individuality with the need for quality and equity across the System.			✓		
Recommended that principals in collaboration with their superintendents of schools, staffs and subject co-ordinators use O.S.I.S. to adapt, modify, and implement courses and programs which meet the needs of their schools and students without compromising the standards and the quality of the system.			✓		
Recommended that all basic level schools be co-educational.			✓		
Recommended that Senior Management establish a committee to study the effective delivery of "vocational" education in Hamilton, and particularly that this committee: • monitor and assess the existing diversity of Basic level program delivery. • make recommendations for future program delivery. • report back to Senior Management no later than November, 1991.			✓		

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Recommendation Referred 09/29/92	1	2	3	4	5
Recommended that Ainslie Wood and Parkview be closely aligned to the nearby composite schools, Westdale and Scott Park respectively, for program and for extra-curricular purposes.			✓		
Recommended that the term "vocational" be deleted from the title of these schools.				✓	
Technology in the 90's					
Recommended that the Board develop plans to meet technological advances in two broad strands:				✓	
(i) Preparation for work (3.3.2, 3.3.3, 3.3.4). [Complted December, 1990]				✓	
(ii) Preparation for life (3.3.5, 3.3.6).					
Literacy					
[The Secondary School Development Committee will deal with the whole issue of Literacy as reflected in the Working Paper.]		✓			
The Larger Classroom					
Recommended that the Hamilton Board of Education conduct a review of co-instructional activities in order to ensure that the values, beliefs and teaching strategies are consistent with those effective in the classroom.	✓				
Recommended that the Board create centres of specialization in our secondary schools in order to provide highly specialized programs in a cost efficient manner.		✓			

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Recommendation Referred 09/29/92	1	2	3	4	5
Recommended that on-going in-service programs and opportunities be developed and implemented in collaboration with the community to: • promote awareness, sharing, collaborating, networking and interacting inside and outside the classroom, • establish curriculum and program ties with the community.			✓		
Recommended that interaction take place between our teachers and: (i) other schools in our system (ii) other systems within our Province (iii) across Canada and Internationally			✓		
Recommended that teacher work experience programs be given a higher profile and priority.	✓				
Recommended that the Industry Education Council implement a program of job shadowing and exchanges between Board employees and employees of local businesses and industries.		✓			
Recommended that basic level secondary schools establish closer ties with: • elementary schools • composite schools • local and business communities			✓		
<u>General</u> Recommended that principals make appropriate adjustments to school timetables, curricula, and class scheduling in order to offer flexible programming such as: • 30-hour (1/4 credit) and 60-hour (1/2 credit) courses. • time-intensive courses, such as double period for 1/2 semester. • entrance to courses at more frequent time intervals. • independent study opportunities.		✓			

1994 04 12

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program

Re: Update on Implementation of the Grade 9 program (destreaming), Semester I

Report: Information

BACKGROUND

The report on Implementation of the grade 9 program (destreaming) for Semester I is presented in response to the request made by trustees at the Program Committee in December 1993.

ISSUE

1) To share with trustees reactions to destreaming grade 9 - Semester I - 1993/94.
2) To report grade 9 student achievement Semester I 1993/94

RECOMMENDATION

That the Update on Implementation of the Grade 9 Program (destreaming) Semester I - 1993/94 be received for information.

RATIONALE

Implementation of the new grade 9 program is in the *beginning stages*. Change requires time; change proceeds slowly. It is a process that requires teachers to try new ideas, reflect on the results, and then try again. The changes required in the 1990's also require new partnerships with students, parents, and colleagues both within and across the schools.

The rate of change and its effects vary across the system. There are differences from school to school and teacher to teacher in the implementation of the grade 9 program. Teachers are very aware, also ,that the changes will continue as they implement the learning outcomes according to *The Common Curriculum, Grades 1 to 9* during the next few years.

Generally speaking, where a great deal of planning was done, positive results occurred in the first semester, both in student achievement and in teacher satisfaction.

Overall, the pattern of marks for destreamed courses in composite schools is more like the pattern for advanced classes than for general level classes. That is, more students received A's and B's than received C's and D's or failing marks.

Appendices

Appendix A

Information about implementation of the grade 9 program, Semester I, 1993/94

Appendix B

Grade 9 Student Achievement by Subject, 1990 - 1994.

Prepared by: Carol Ramberan
Transition Years Coordinator

EGB/pgb
94/03/28

Appendix A

Update: Implementation of the Grade 9 Program, Semester 1, 1993-1994

Overview

The general impression from administrators and teachers is that the "fear and trepidation" experienced by teachers last spring were unjustified when teachers actually met their students and worked with them in a destreamed setting this year. Teachers have the knowledge and skills to work with a wide variety of students, and several reported preferring destreamed classes to streamed general or basic level classes. As with any new procedures, there were some problems in semester I that are being addressed by teachers and principals for semester II.

Continuum of Responses by Category

Information from teachers, principals and program coordinators was collected under the following categories:

- Beliefs of Teachers
- Planning
- Curriculum
- Teaching Strategies
- Program Delivery
- Assessment and Evaluation
- Reporting
- Student Achievement
- Student Behaviour
- Attendance
- Class Size
- Class Composition
- Student Support
- Teacher Workload
- Teacher Support
- Other

The following sample of comments and quotations in each category is represented on a continuum for responses received and reflects the different levels of implementation across the schools in semester I.

Beliefs of Teachers:

Do not believe in destreaming or a common curriculum ⟷ **Believe in destreaming and a common curriculum**

- Many teachers welcome the destreaming initiative because they believe that students in general and basic level classes can be challenged to do much more and that inappropriate behaviour can be modified by the role models of other students.
- Others do not believe in the reasons for the changes; e.g "We will make the system work, but I'm not convinced there are any advantages."
- Teachers who have taught multi-level courses in the past make the adjustment with little trouble. They are comfortable with the strategies needed.
- "Destreaming is the best thing that ever happened!"
- "Destreaming isn't helping at all."
- Teachers' perceptions of what they do, and how they do it, determine how willing they are to engage in any major educational change.
- Teachers in subject areas which traditionally offered courses only at the general level (e.g. Business Studies) report more enthusiasm for the broader mix of students.

PLANNING:

Elementary/Secondary teachers plan separately ⟷ **Elementary/Secondary teachers plan together for program continuity from grades 7 - 9**

- Some groups of feeder/receiver schools are planning curriculum together.
- In-service for the English learning outcomes is being implemented in feeder/receiver groupings across the city.
- Scott Park, Parkview, Prince of Wales and Adelaide Hoodless have a Community Transition Years Team that encourages teachers from the four schools to work together.

CURRICULUM:

Not appropriate for destreamed classes ⟷ **Appropriate for destreamed classes**

- Teachers in certain courses are very pleased with the curriculum. Some courses need revision.
- A survey in one school indicates that 13 of 20 respondents think that the curriculum is appropriate.
- "We must 'invent' our own materials."
- "The curriculum content across the subjects is really good. We need further training in implementation strategies."
- "In Languages, we can't cover the number of themes we used to....The students' basic knowledge of the language is so poor."
- "The curriculum is geared to more advanced students."
- "The curriculum is geared to the lower levels."

TEACHING STRATEGIES:

One or two predominant strategies ⟷ **Wide variety of strategies**

- "Good teaching strategies still work!"
- 14 of 20 teachers in one school report 'no change' or 'better' teaching strategies in use. Two teachers say their teaching strategies are 'worse'.
- "We spend most of our time catching students up on what they are supposed to know when they come into grade 9. We spend a lot of time reviewing."
- "We use small groups a lot of the time — they work really well."
- "We spend a lot of time running from one student to another - they all have special needs."
- "I find that pairing students works nicely. Also I aim at all types of learners — visual, aural, etc."
- "The work needs to be structured very carefully. The students need to be guided through all activities."
- "Because of the varied levels of ability and the fact that the weak students often need one-on-one help, a peer helper in the classroom is an absolute necessity."
- "More variety is required than ever before."

Program Delivery:

No differentiation of program ⟷ Differentiated program

- "It's difficult to meet the needs of basic and advanced; bright students aren't challenged; needs of slow students aren't being met".
- "I like the differentiated learning process. I can meet the needs of all students in my class."
- "Modification of program is necessary — modification 'downward' is more trouble."
- "Bonus assignments, independent study, and differentiated activities to challenge the gifted students work well."

Assessment and Evaluation:

Limited number of assessment and evaluation strategies ⟷ Wide variety of assessment and evaluation strategies

- Most teachers reported using a wider variety of assessment strategies to help in the evaluation of student achievement.
- "Grade 9 teachers involved in a 'common' subject agreed upon student evaluation measurements re achievement of outcomes."
- "We're using more observation checklists and anecdotal reporting to parents. Also, we're really trying to evaluate according to students' learning styles."
- "When learning outcomes come out, evaluation will be easier than it is now."

Reporting:

No Change ⟷ New report card or supplements to report card

- Most schools developed new report cards (or supplements) for grade 9. In each case, a committee of teachers prepared the new report cards.
- "The recommendation for level of difficulty in grade 10 must include the recommendation of the elementary school. We've found this to be very useful."
- Several schools report that parents have expressed pleasure with new reporting procedures, especially those schools/departments that send home frequent updates.

Student Achievement:

Worse ⟷ Same ⟷ Better

- "Our weaker students are doing much better than before. They are working harder and are learning more."
- "The more able students aren't doing as well — they aren't willing to do the extensions."
- "We're worried that some students are falling too far behind."
- "We have to be careful to make sure that students don't do less work and get higher marks."
- Refer to Appendix B.

STUDENT BEHAVIOUR:

Worse than before ⟷ **Much better than before**

- "...the preponderance of students with a reasonable degree of emotional stability sets a tone and provides a norm....It cannot be stressed too strongly that this emotional norm far outstrips strictly intellectual or cerebral considerations."
- "The mix of students leads to better behaved students ... students are doing more homework now .. better students are good role models ... better students are not being held back."
- "Behaviour across grade 9 is significantly better this year because the classes are not segregated."
- "This group of students lacks self-discipline, poor attitudes *re* school, attendance, work habits — disappointing." (This school reports having a group of grade 9 students with a history of poor attitudes and behaviour.)
- 13 of 20 teachers in one school report that student behaviour is better than before.
- One school devoted two teacher discretionary lines to working with students at risk in grade nine, specifically with "hard core" absences, lates, and negative attitudes.
- "Students have less personal control. They're not as responsible."
- "A 75 minute period is too long. Students have trouble staying on task."
- "Sometimes poorer students 'act out' because of frustration."
- "Students help each other really well. Their behaviour is great."
- "Students complain a lot about having to work. Many do not seem to care whether they pass or not."
- "It takes time to establish routines and to impress on the students that it is important to produce and to complete assignments."
- "Good students are a good influence on average students."
- "Very poor students cover up lack of ability by being the clown - disturbing the class."
- "...good interest by students and therefore they worked well."

ATTENDANCE:

Worse than before ⟷ **Better than before**

- "no change"
- "better than ever"
- "worse than ever"
- "worse, but not due to the grade 9 program"

CLASS SIZE:

Too high ⟷ **Just right (reasonable)**

- Some schools report large class sizes; others, manageable class sizes.
- Teachers indicate that smaller classes are more effective to work with.

CLASS COMPOSITION:

Random ⟷ **Criteria applied**

- In several schools, grade 8 teachers divided the students up into classes for grade 9 in order to ensure an appropriate balance. The secondary schools found this practice to be invaluable.
- Some schools included grade 10 students who were "reaching back" in grade 9 classes. Reports varied about the success - some reported that the grade 9 classes should be age appropriate only; others reported that a separate class for students who had not received a grade 9 credit the previous year was "disastrous."

STUDENT SUPPORT:

No extra support ⟷ **Additional support**

- Several schools have begun advisor programs; others are preparing programs for next year or the following year.
- Teacher advisors are becoming strong advocates for students at risk.
- Grade 9 teachers in several schools meet frequently to discuss progress and problems of students (pre-DART's).
- Peer tutoring programs are operating very successfully in several schools, e.g. Sherwood (RAP program), Westmount, Sir John A. Macdonald, Sir Winston Churchill. These provide extra support for weak or at-risk students.
- Most schools are tracking at-risk students more carefully than before. This is done more easily in schools with advisor programs.
- Teachers at Westmount report that keeping the same advisor group for longer than one year is much more effective than changing groups every year. Communication with the home is much more beneficial.

TEACHER WORK-LOAD:

Worse ⟷ **Better**

- "Time for preparation — too much!"
- All teachers reported a heavy work load.

TEACHER SUPPORT:

Teachers working in isolation ⟷ Teachers planning together

- 12 of 20 teachers in one school reported that 'planning/consulting' with other teachers was 'better' and that they received support from a variety of sources.
- 16 of 20 teachers in one school reported that resources were 'better' or 'no change'.
- "In-service is a big problem. It should be compulsory and comprehensive - a Board plan."
- "I feel there is a need for more communication and a team approach to teaching this level."
- Sir Winston Churchill's timetable provides for flexibility. Teachers, aware of their colleagues' working conditions, suggested that flipping afternoon periods would provide useful variety for both staff and students.
- Teachers plan together regularly at Churchill. Planning time is scheduled in the timetable. They find this time invaluable. Also, student movement across classes is simplified because teachers are dealing with the same topics at the same time. These flexible groupings ensure greater student support.

OTHER:

- "We will offer some grade 10 basic level courses in our school next year to accommodate those students who need them, but who choose to stay in a composite secondary school."
- Sir Winston Churchill reports that recommendations of students into streamed grade 10 courses have not changed. They traditionally have offered 50%/50% General/Advanced courses in English, Math and Science.
- Sir Winston Churchill reports no problems with the unique grade 9 timetable. The vice-principals report no confusion resulting from classes moving at different times.
- A few schools either have or are considering the use of discretionary lines to accommodate students with special needs (e.g. returning from SALEP, Alter-Ed programs or young offenders), and are making use of peer helpers and individual student learning guides.

Appendix B

Grade 9 Student Achievement by Subject,

1990 - 1994.

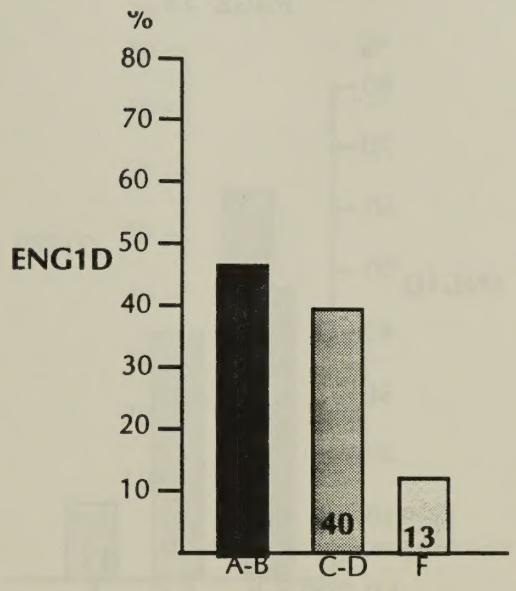
Please Note:

Since the students in grade 9 in 1993-94 are not designated in advanced, general or basic level programs,

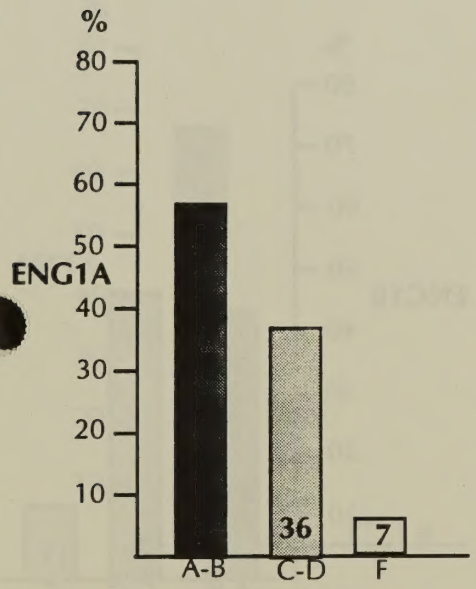
- **caution should be taken in making comparisons between 1993-94 student achievement and that in previous years.**
- **the 1993-94 student achievement information will serve as baseline data for comparison in future semesters / years.**

General Conclusion:

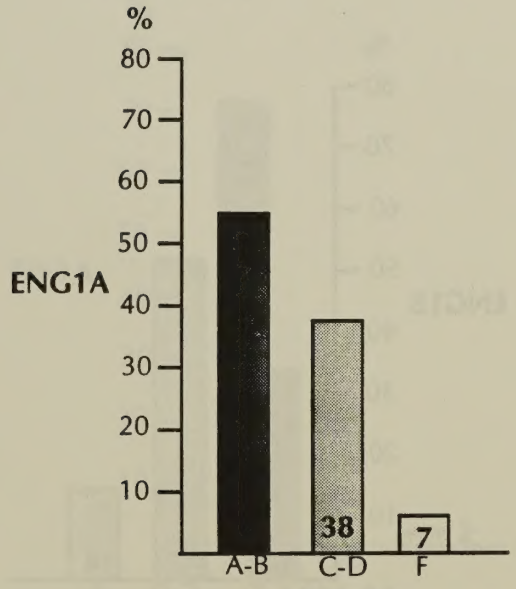
Overall, the pattern of marks for destreamed courses in composite schools is more like the pattern for advanced classes than for general level classes. That is, more students received A's and B's than received C's and D's or failing marks.



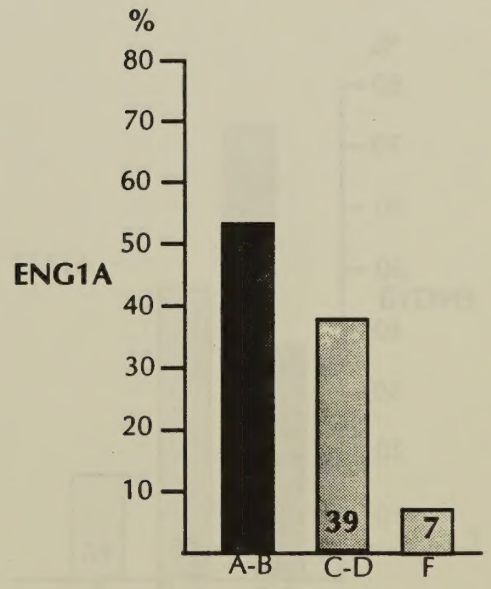
1993-94
Semester 1



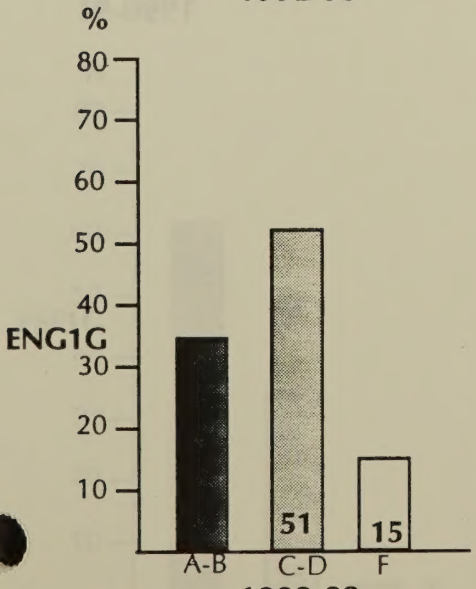
1992-93



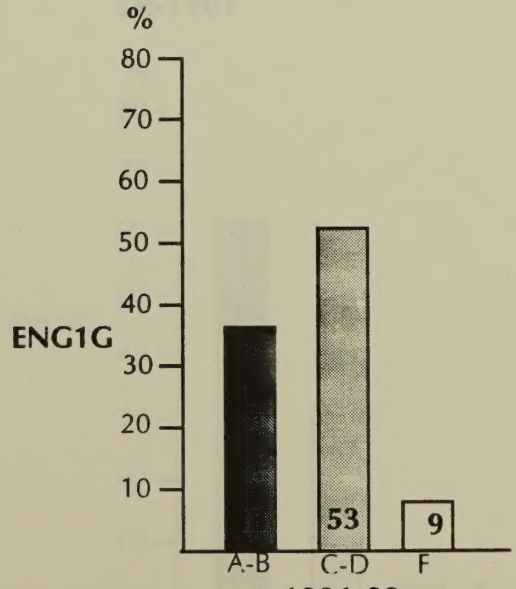
1991-92



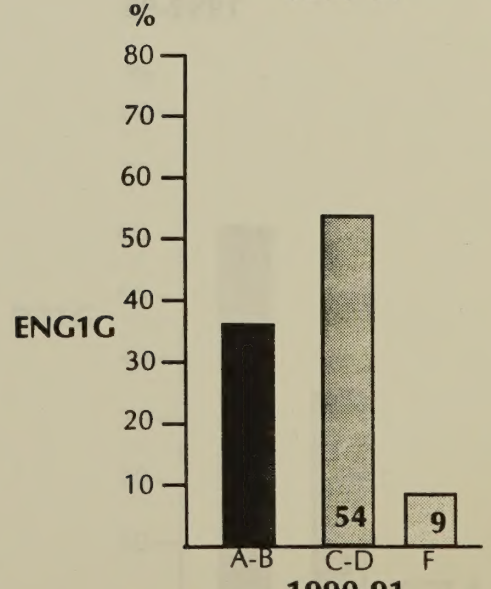
1990-91



1992-93



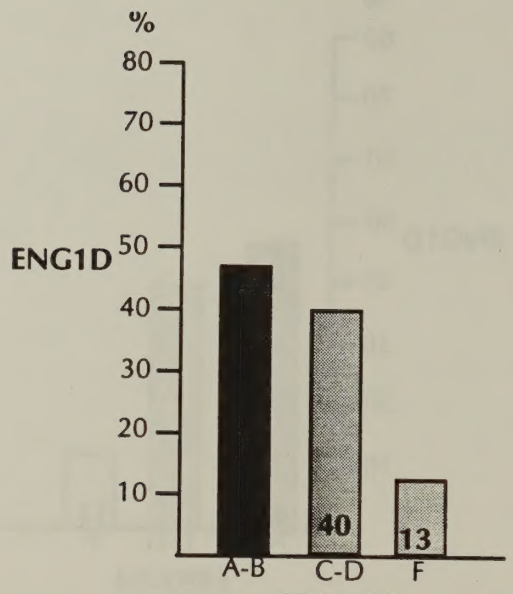
1991-92



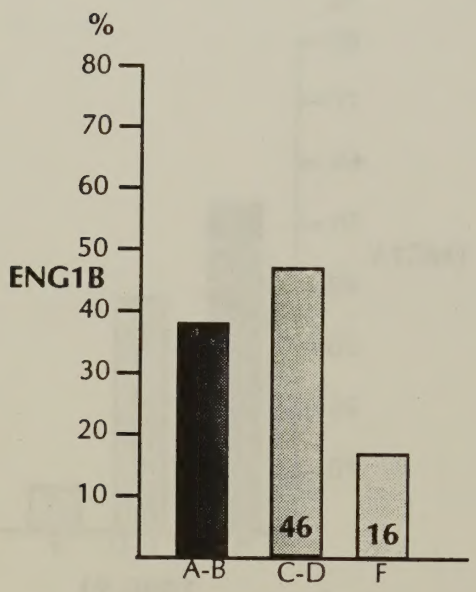
1990-91

% - percentage refers to percentage of students city-wide
A-F - letters refer to student achievement

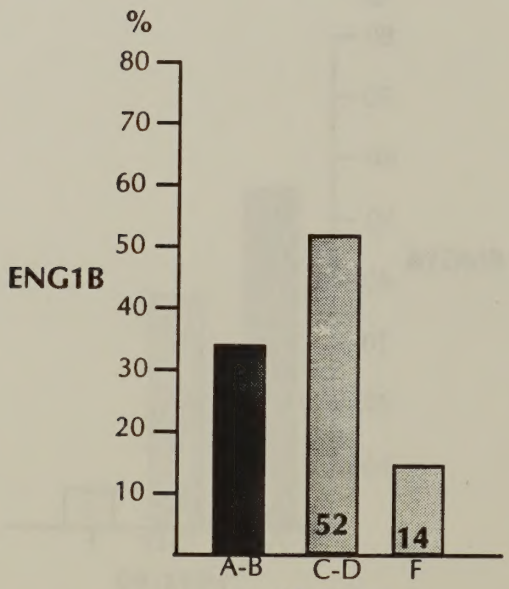
* Semester 1 marks (1993-4) exclude Sherwood Secondary School



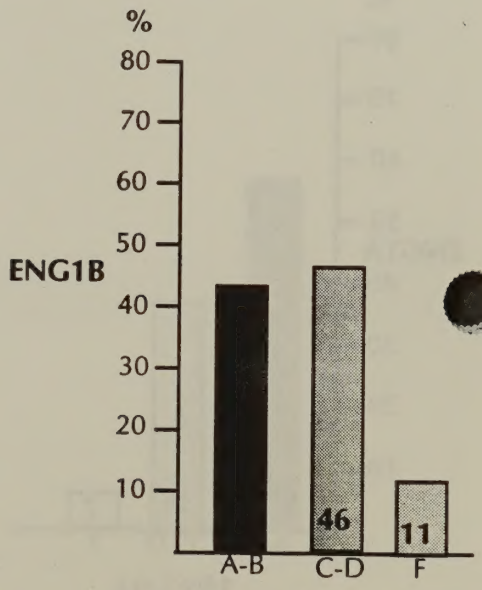
1993-94
Semester 1



1992-93

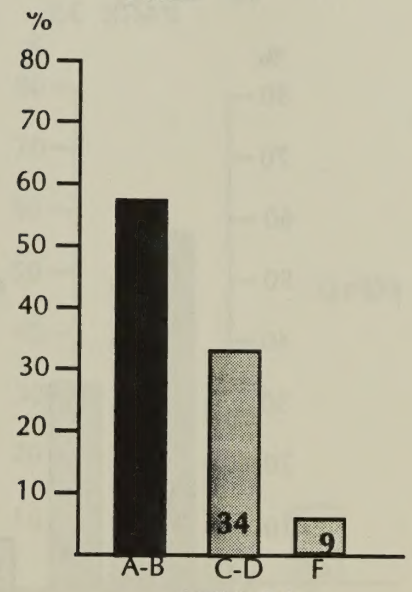


1991-92



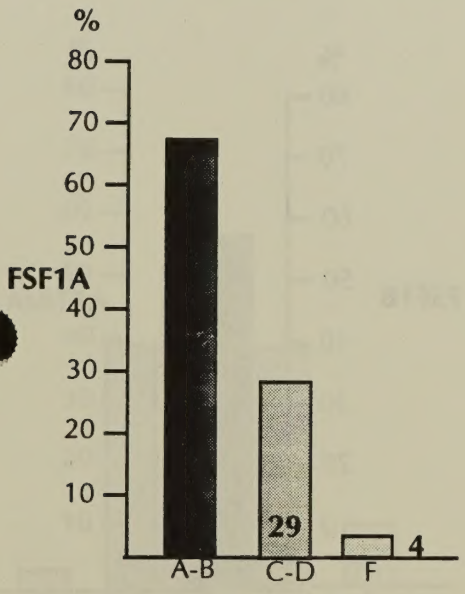
1990-91

FSF1D



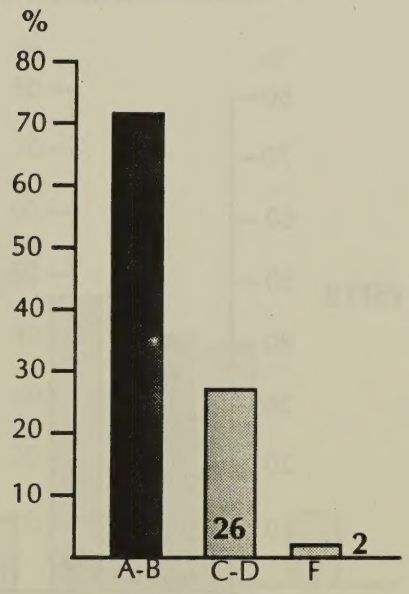
1993-94
Semester 1

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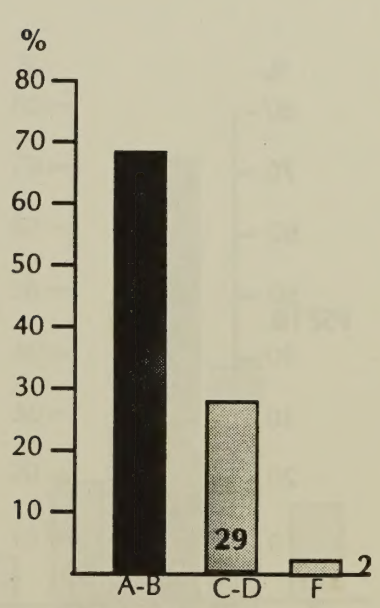
1992-93

FSF1A



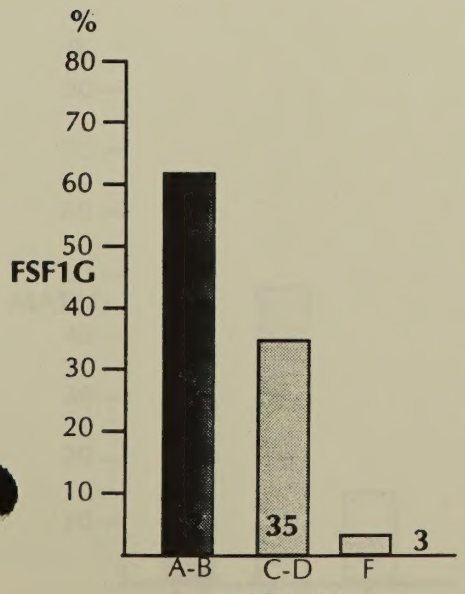
1991-92

FSF1A



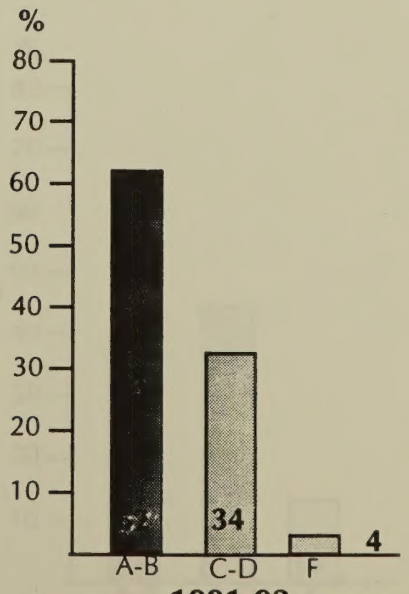
1990-91

FSF1G



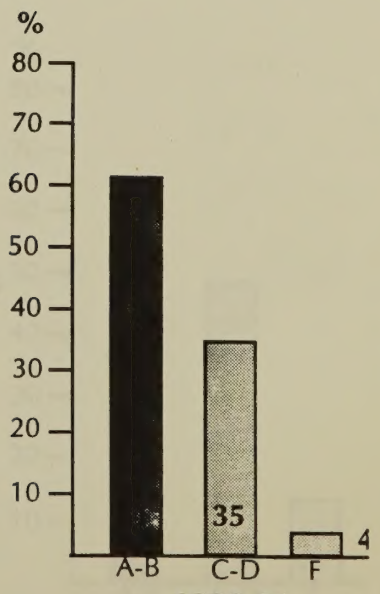
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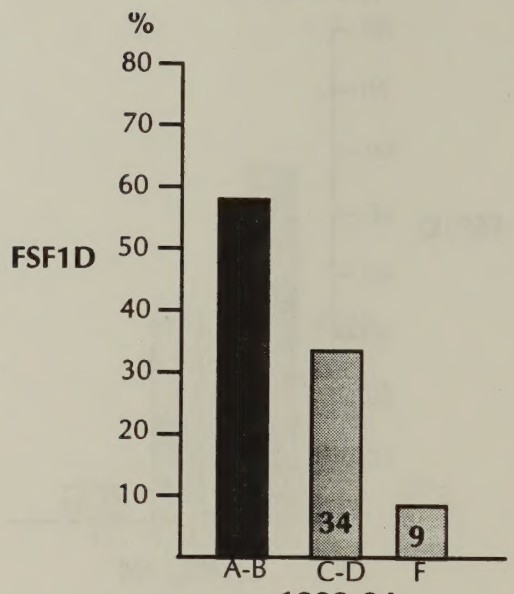
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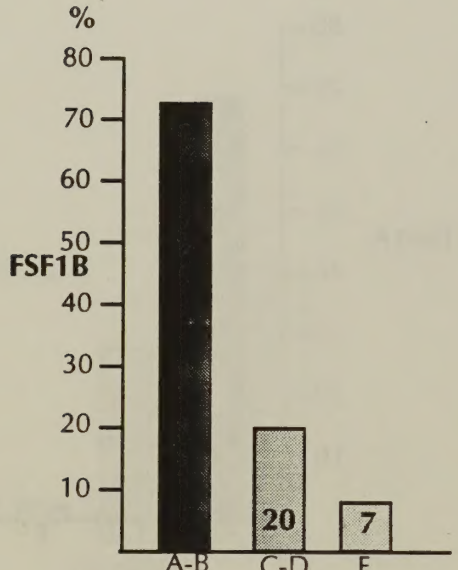


1990-91

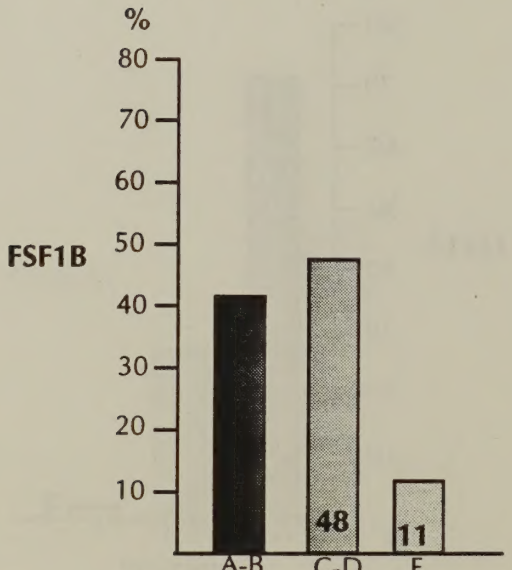
FRENCH



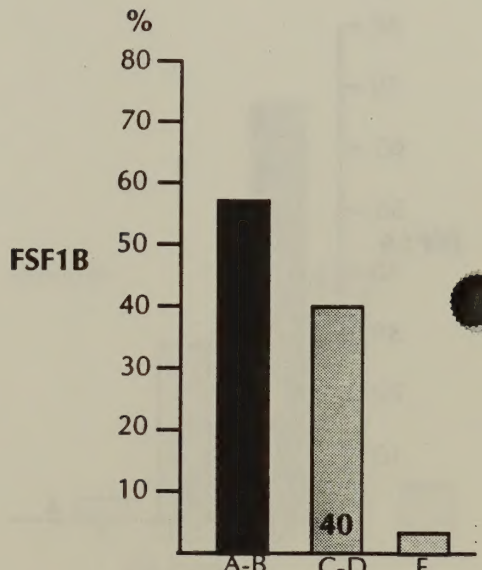
1993-94
Semester 1



1992-93

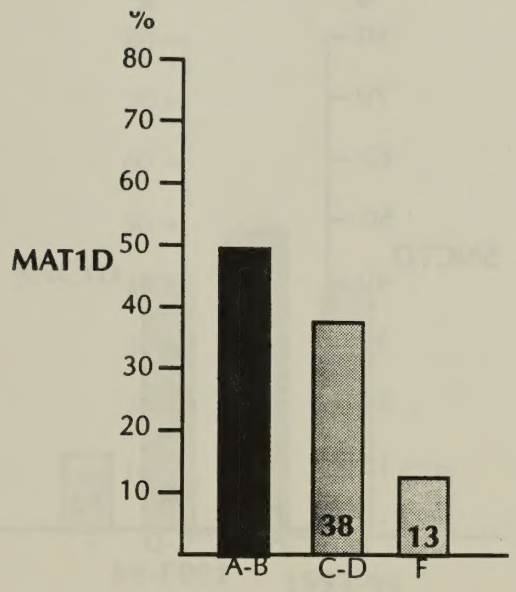


1991-92

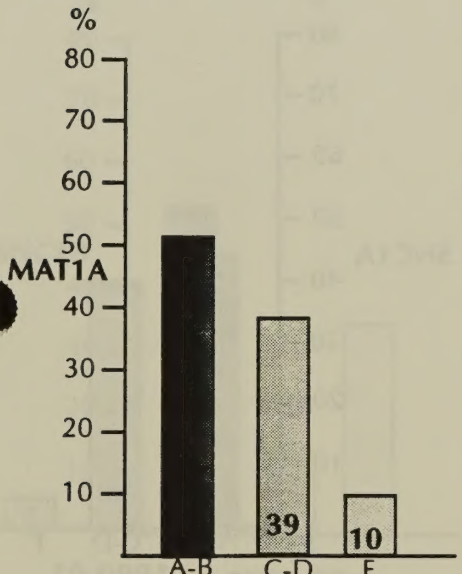


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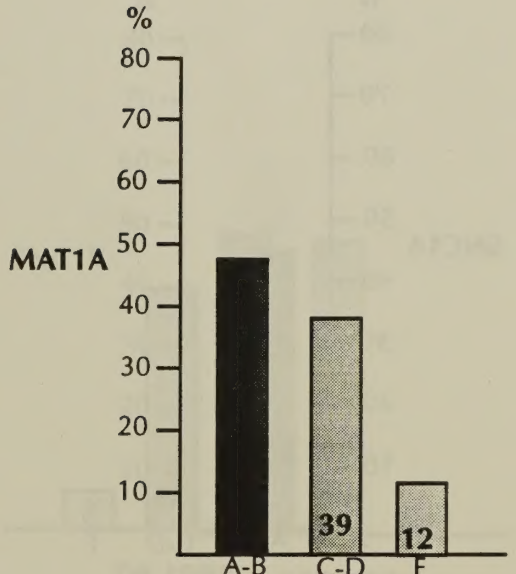
MATHEMATICS



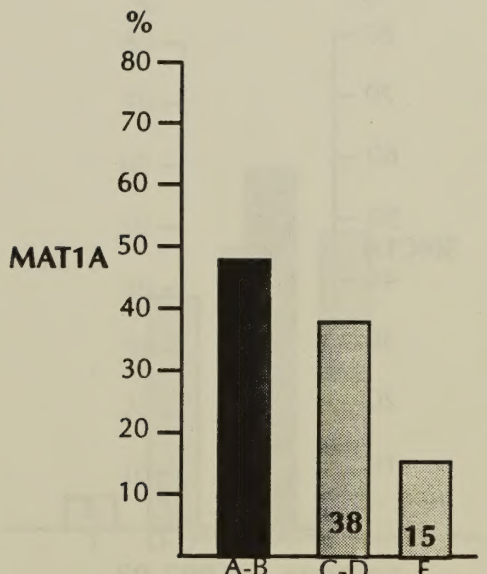
1993-94
Semester 1



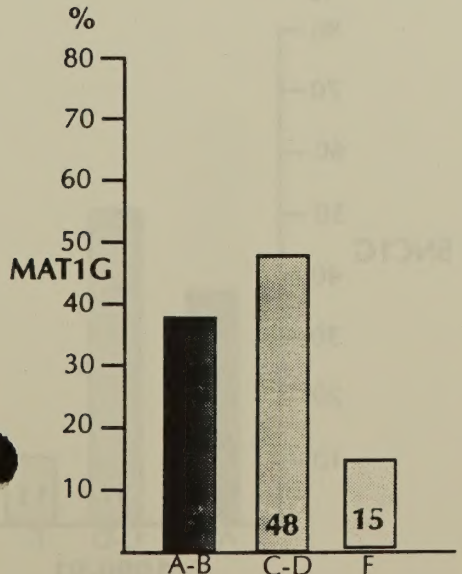
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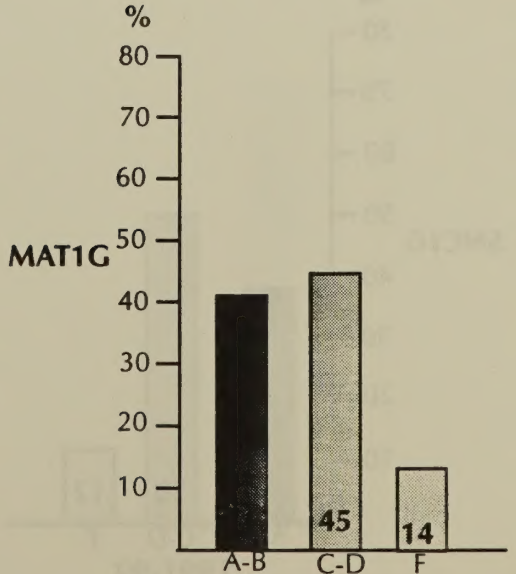
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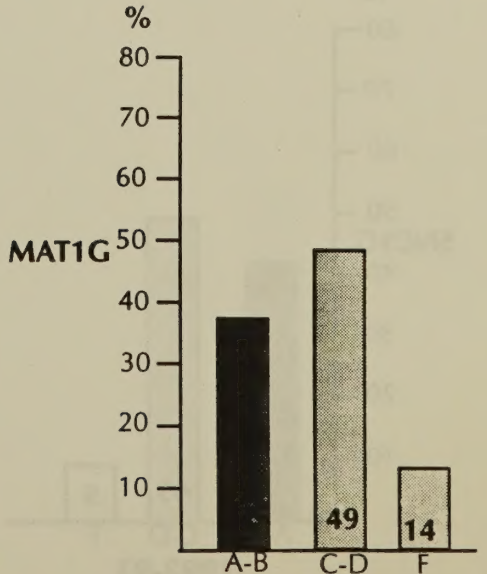
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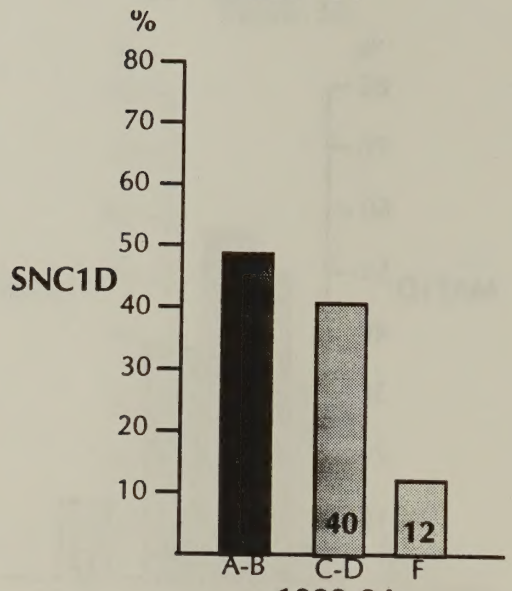
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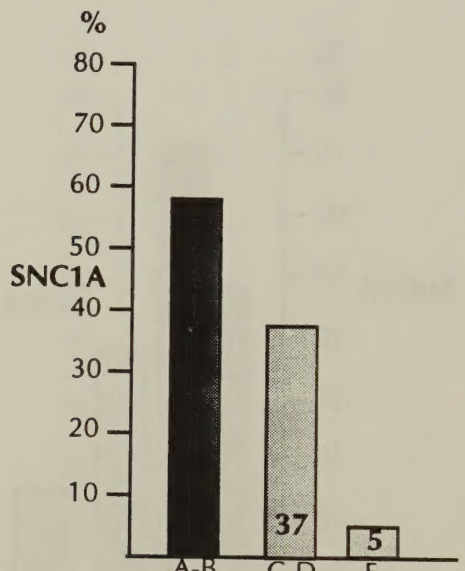
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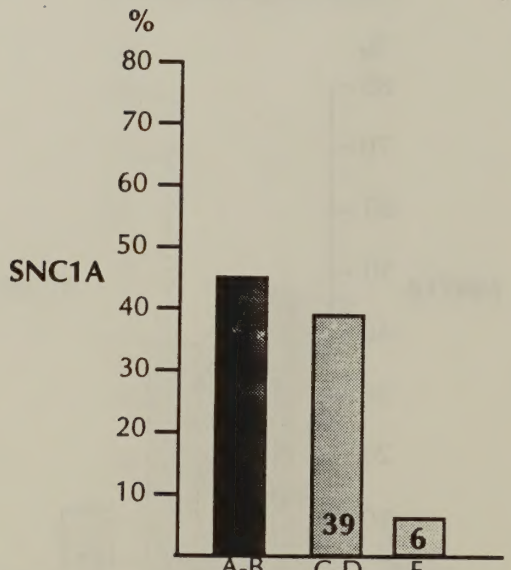
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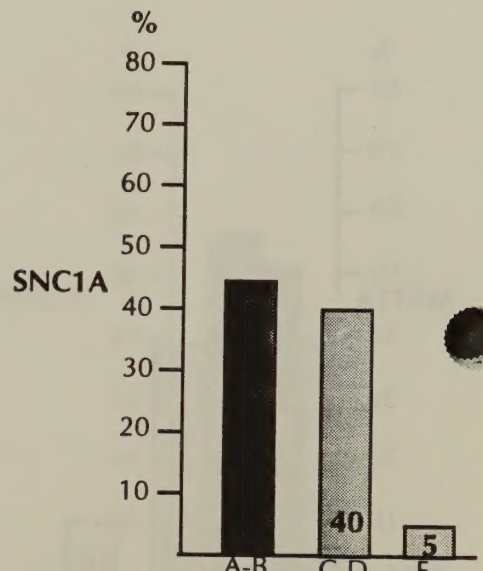
1993-94
Semester 1



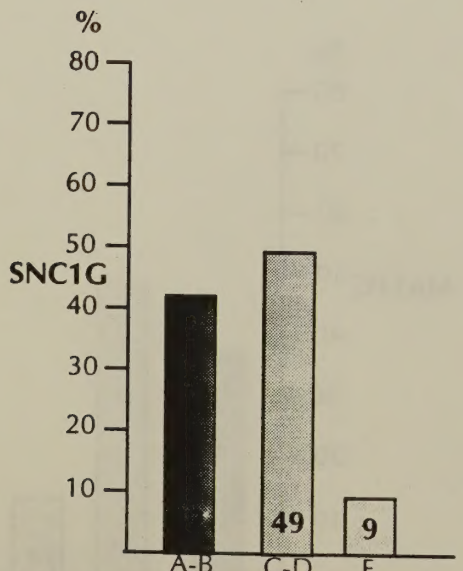
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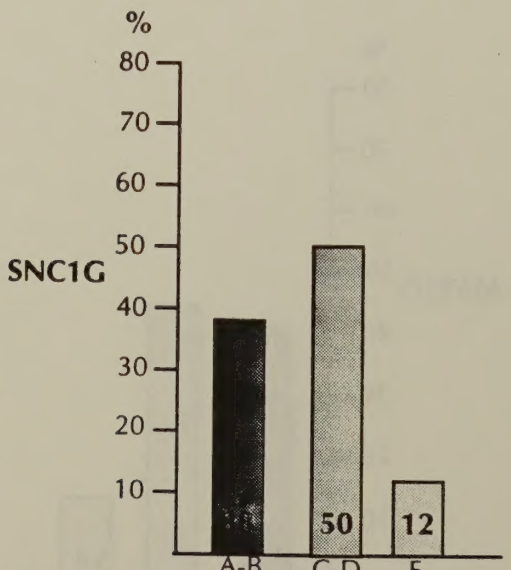
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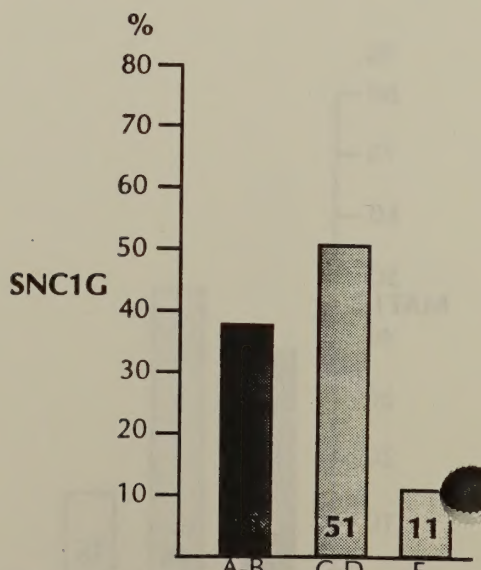
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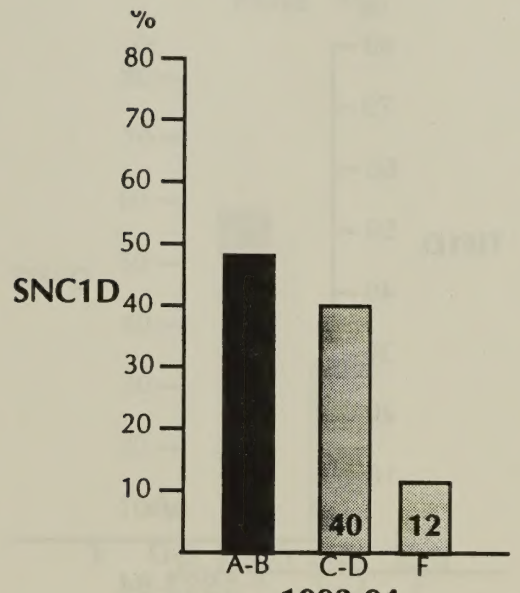
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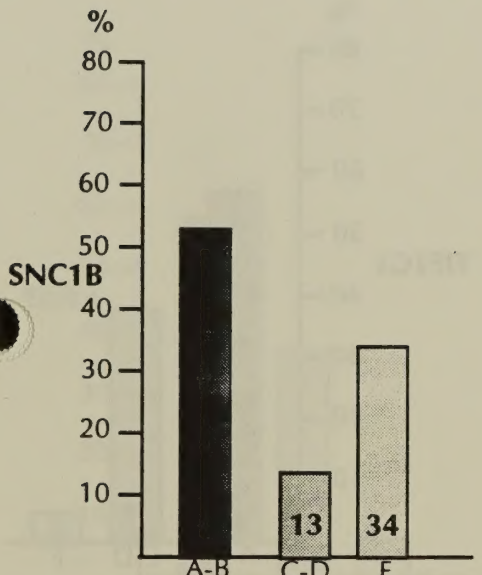
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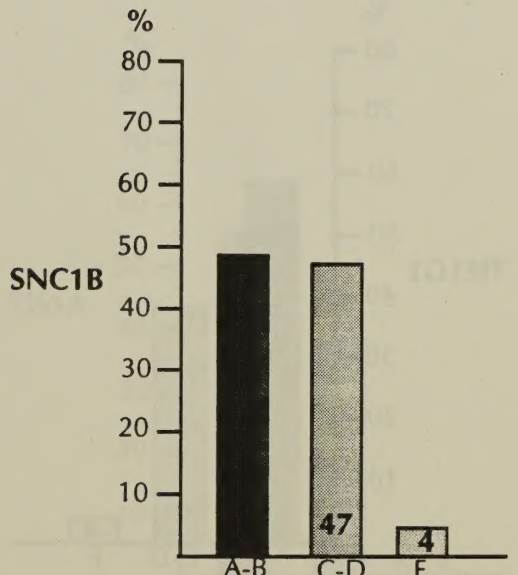
1990-91



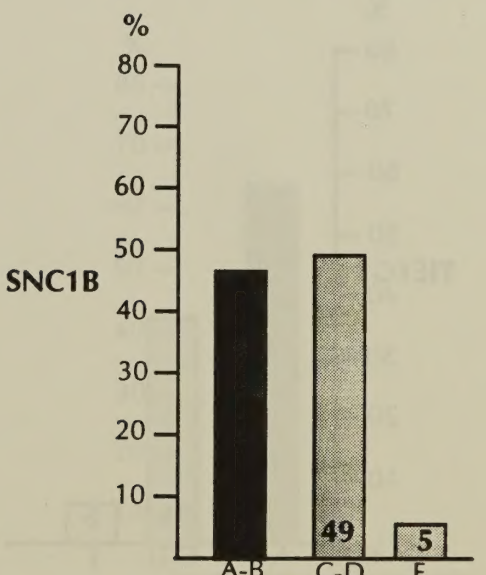
1993-94
Semester 1



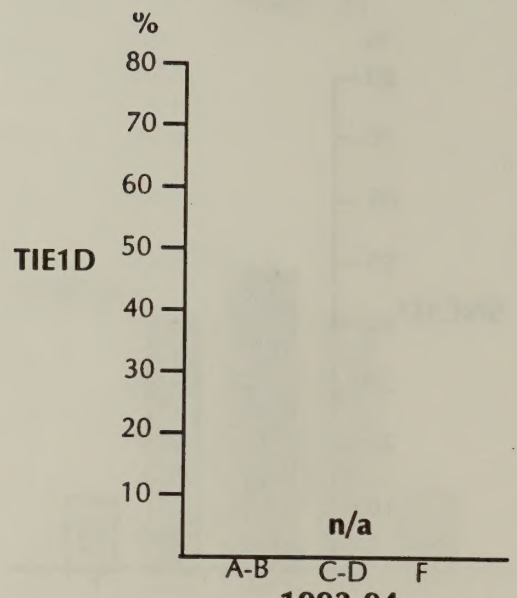
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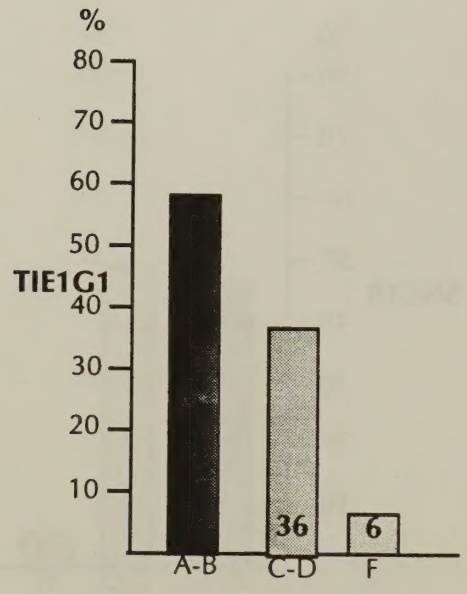
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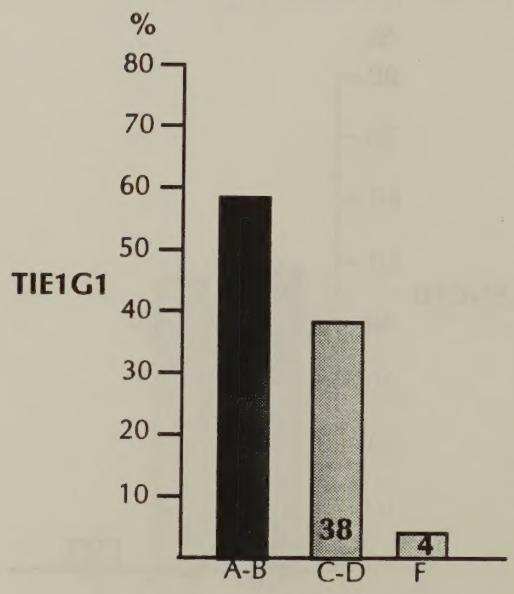
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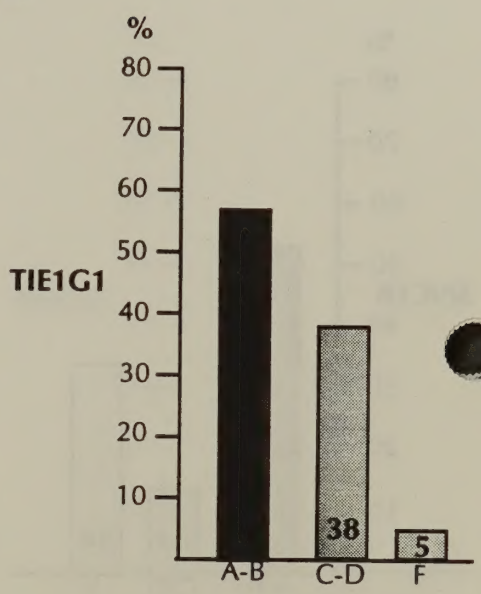
1993-94
Semester 1
(to be implemented in Semester 2)



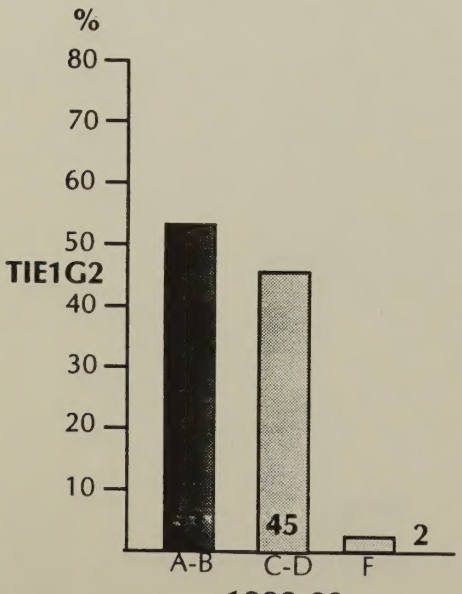
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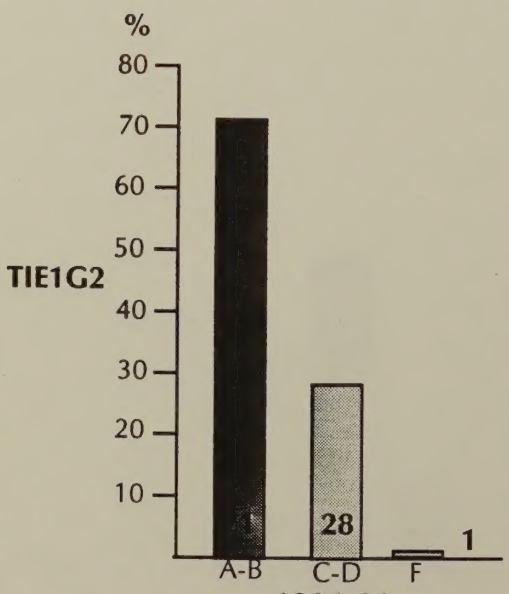
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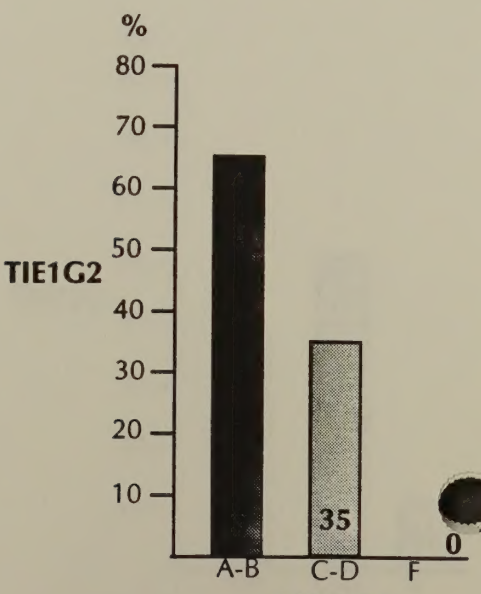
1990-91



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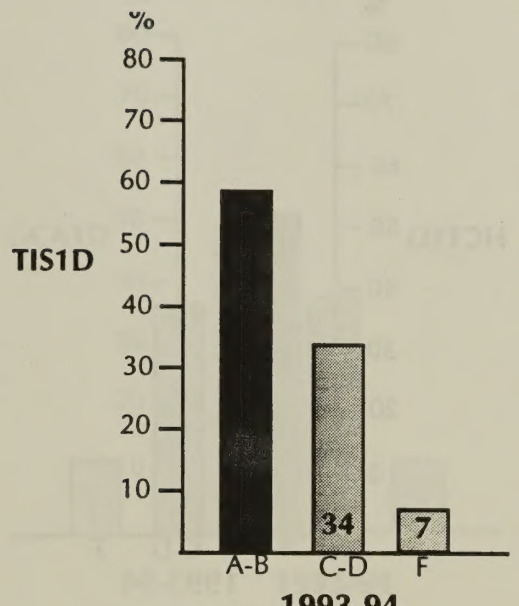


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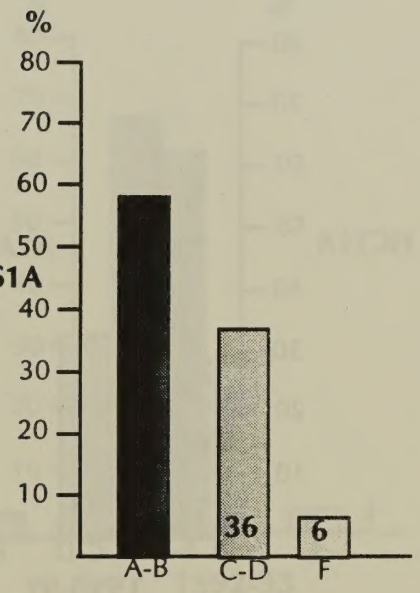
1990-91

TIS1D



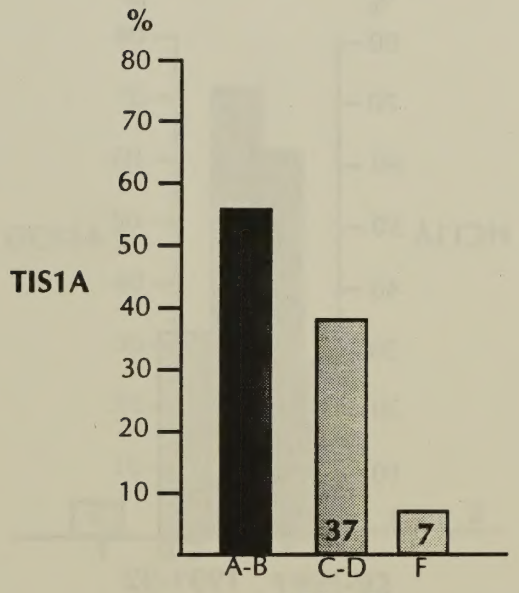
1993-94
Semester 1

TIS1A

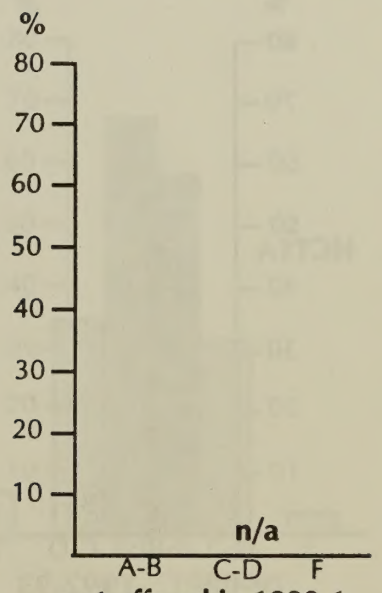


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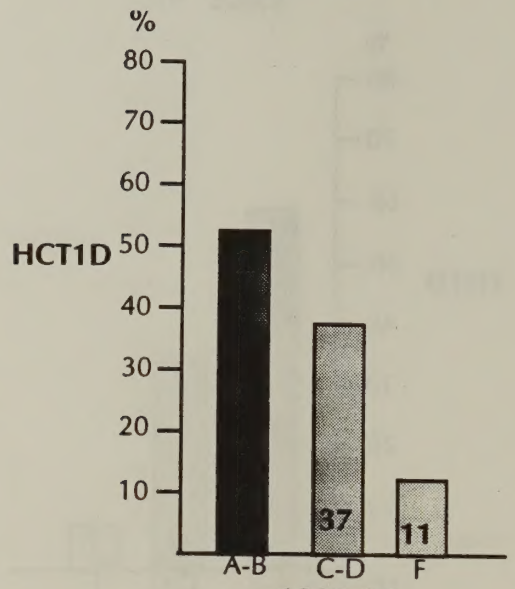
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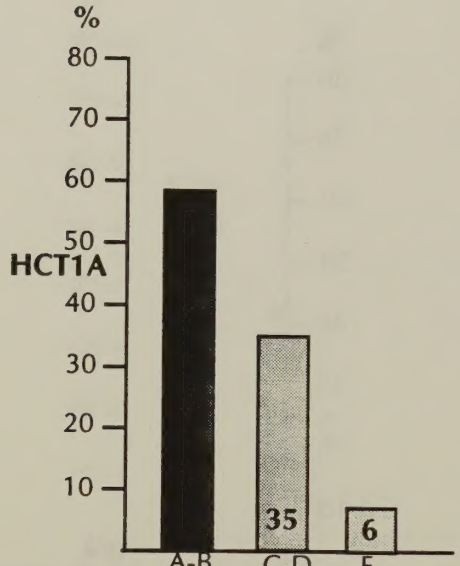
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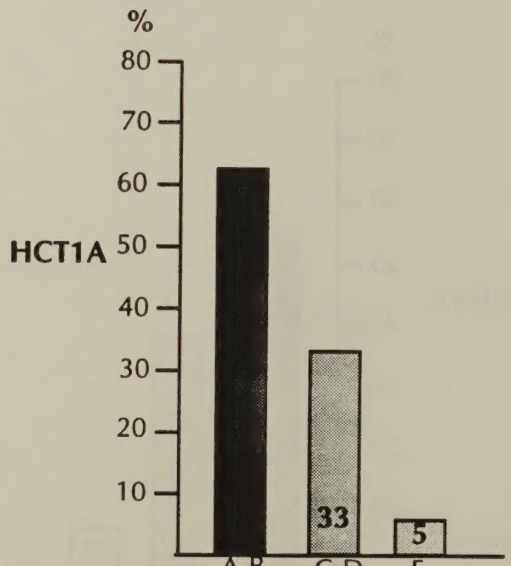
not offered in 1990-1



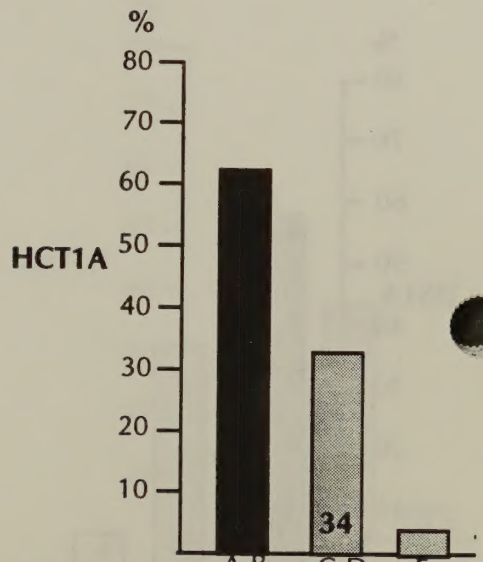
1993-94
Semester 1



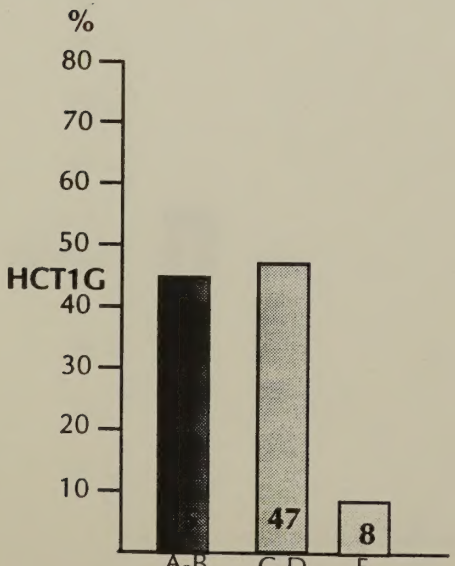
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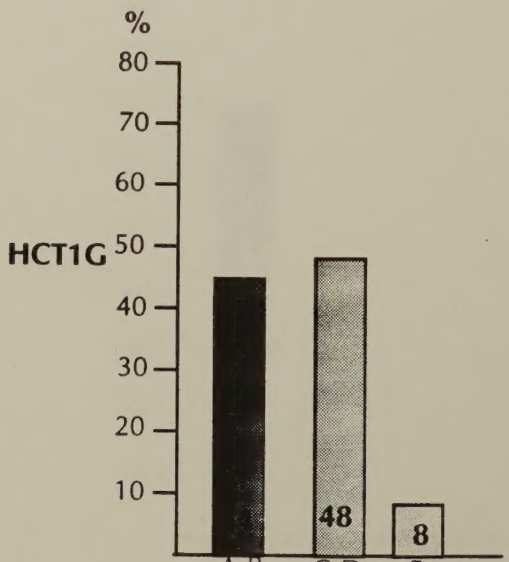
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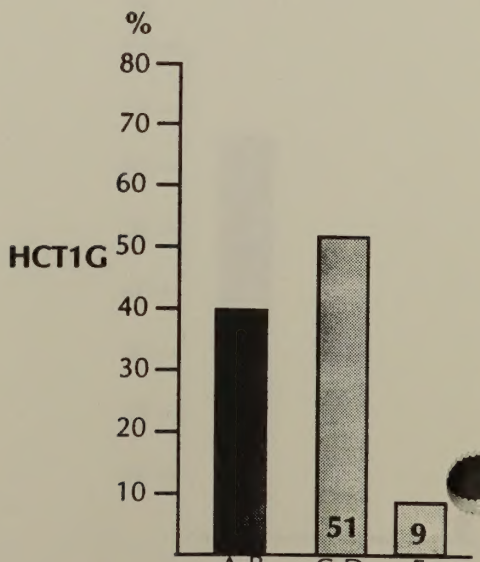
1990-91



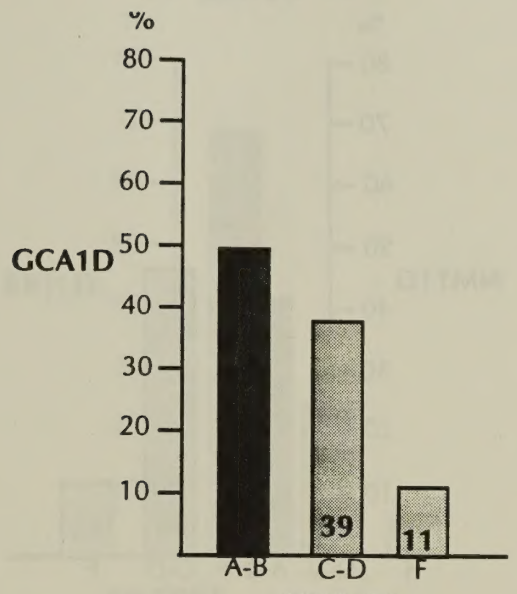
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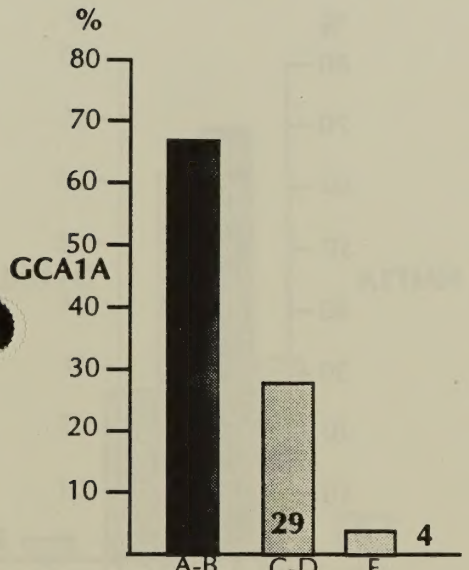
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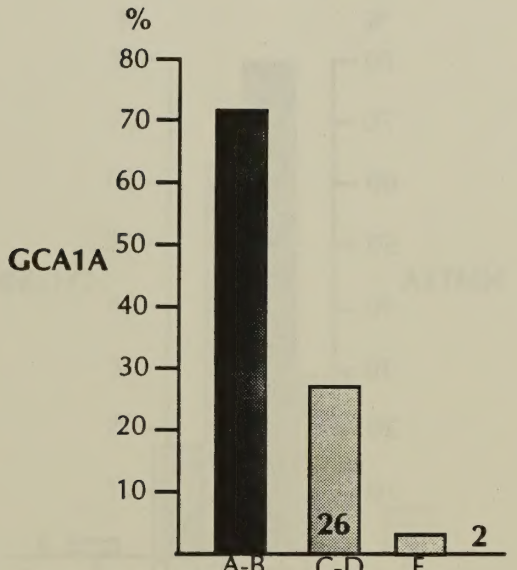
1990-91



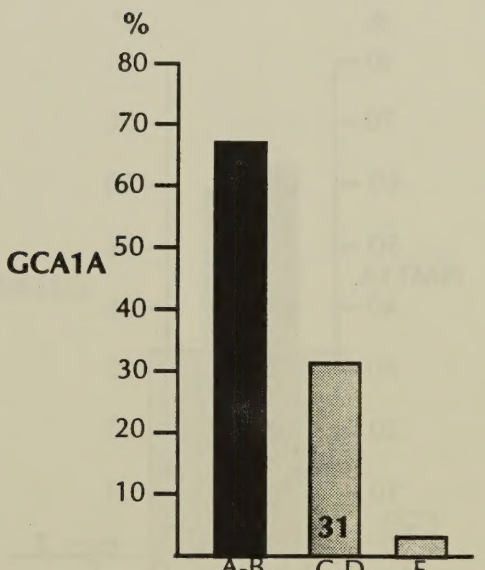
1993-94
Semester 1



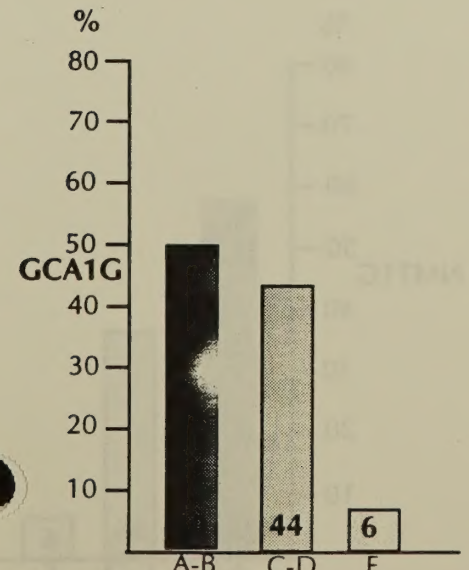
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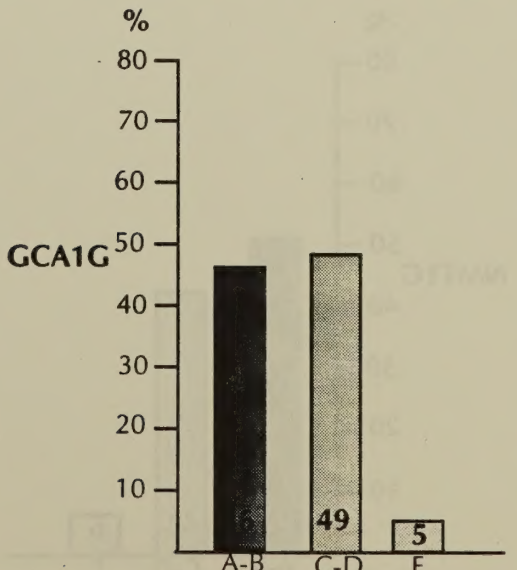
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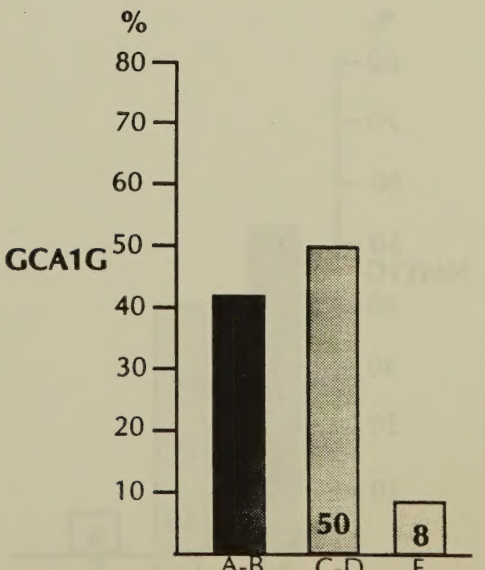
1990-91



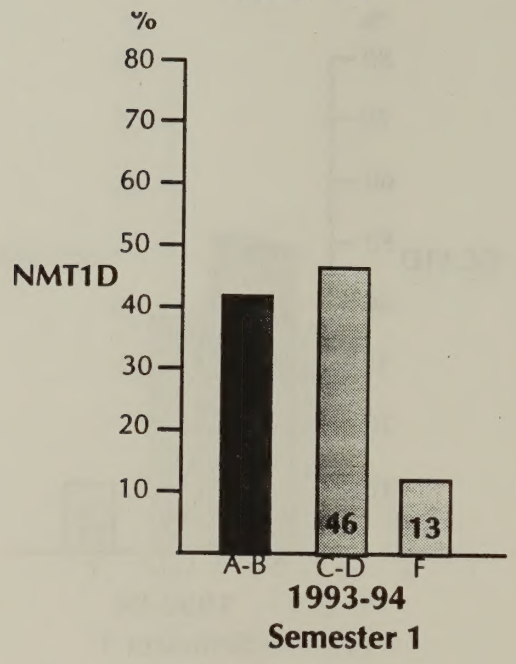
1992-93

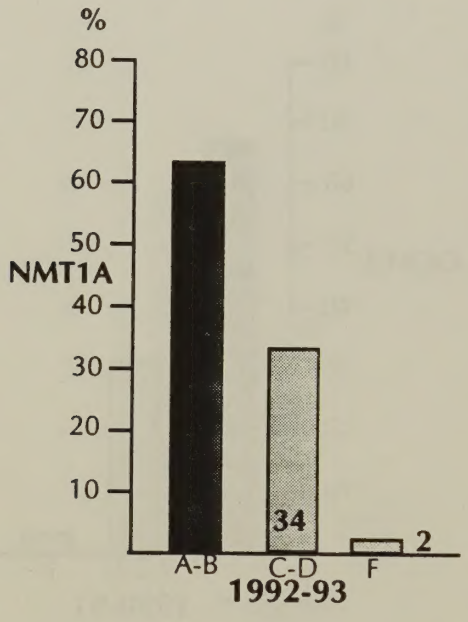


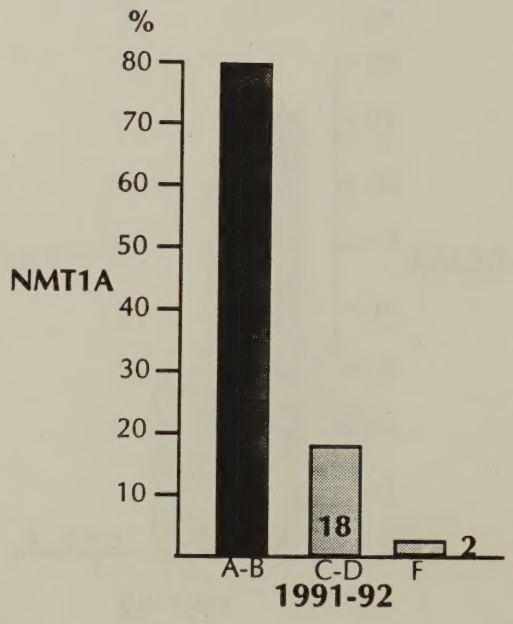
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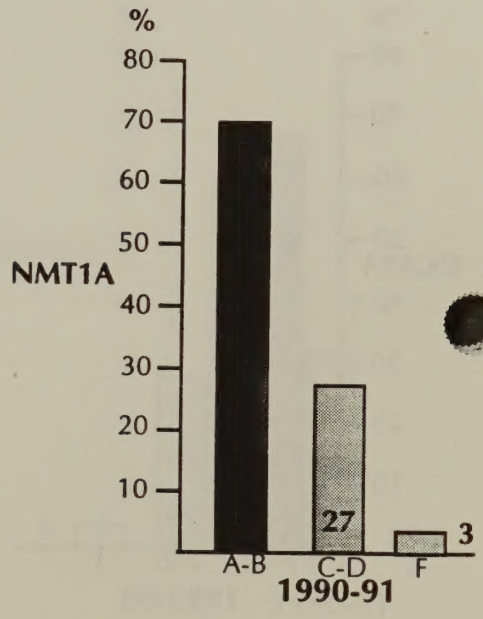


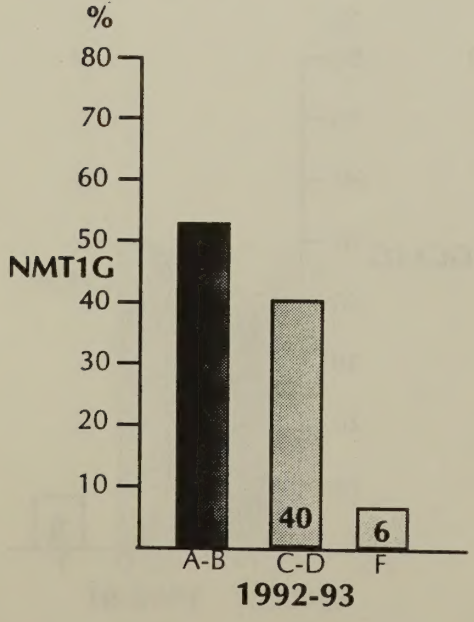
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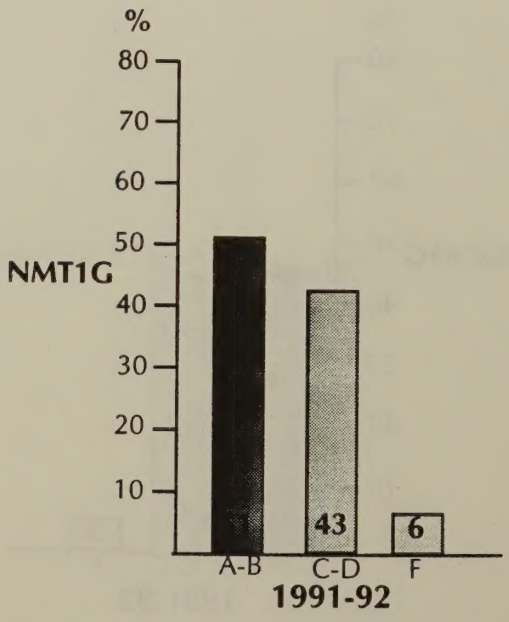

%
80
70
60
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NMT1D
40
30
20
10
46
13
A-B
C-D
F
1993-94
Semester 1

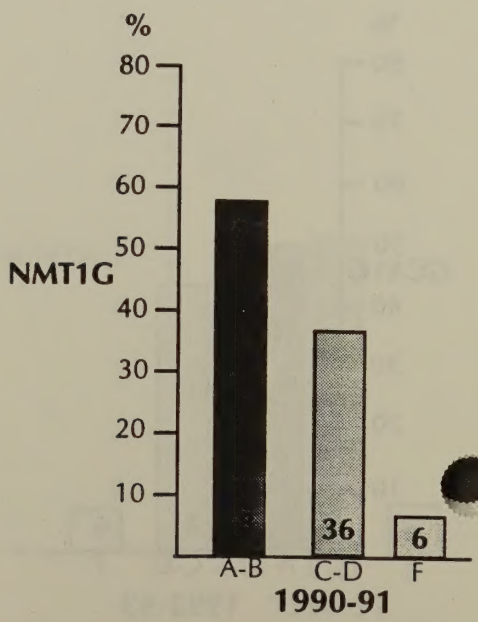

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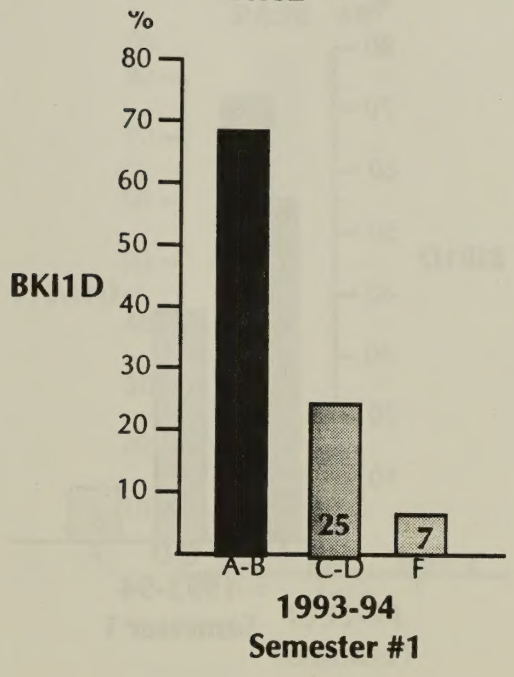

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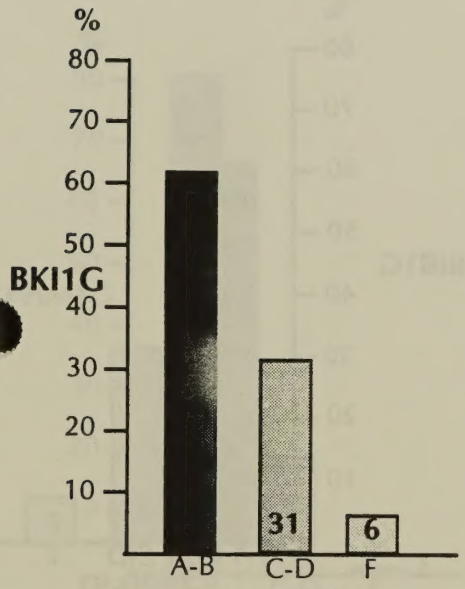

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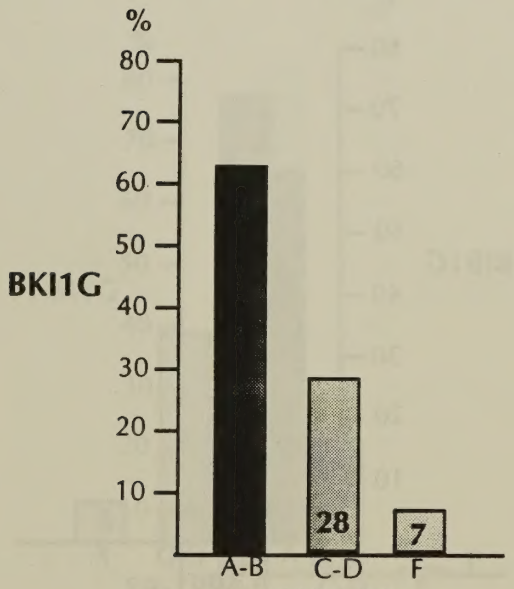

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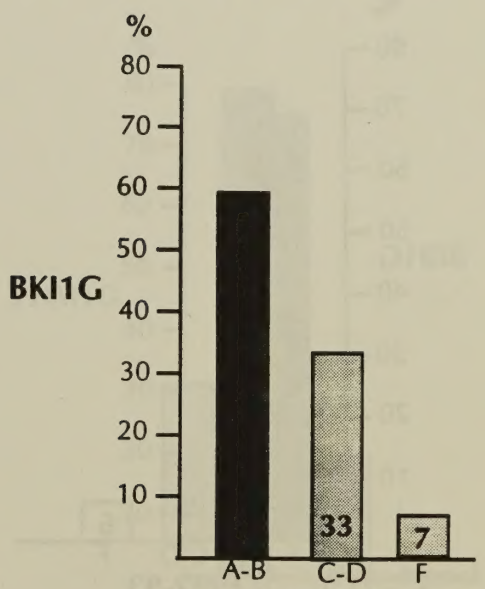
1993-94
Semester #1



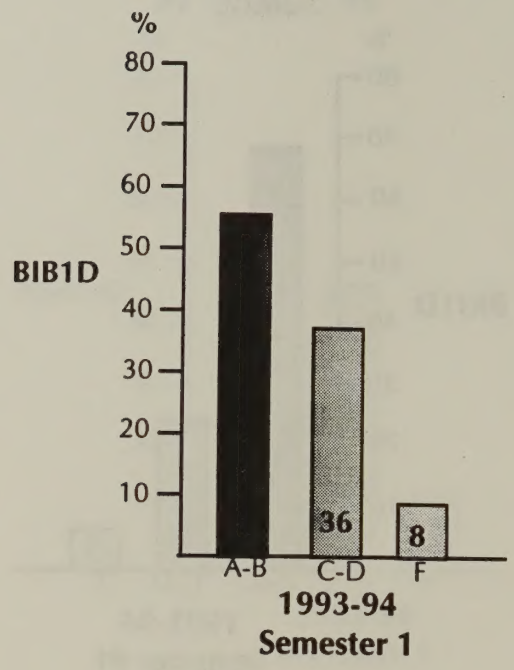
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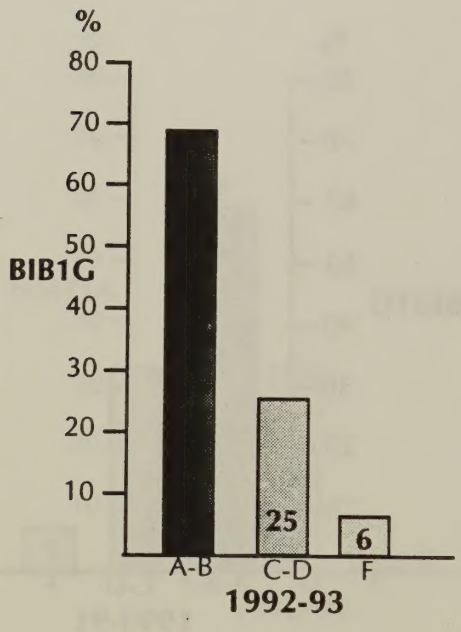


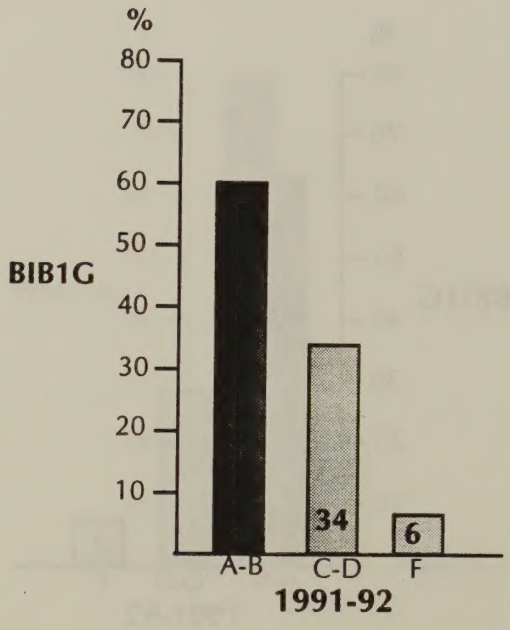
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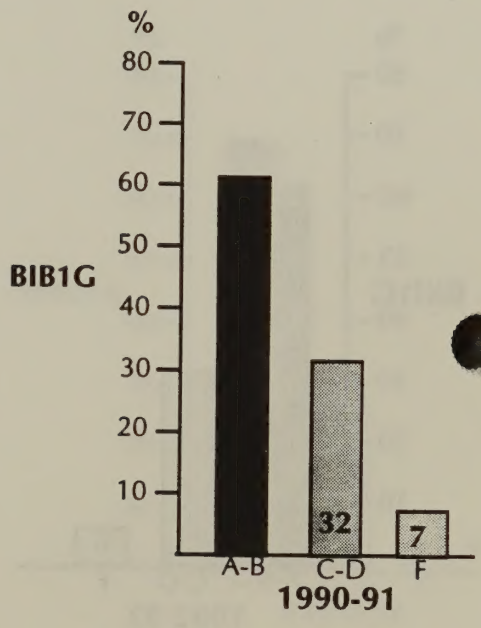


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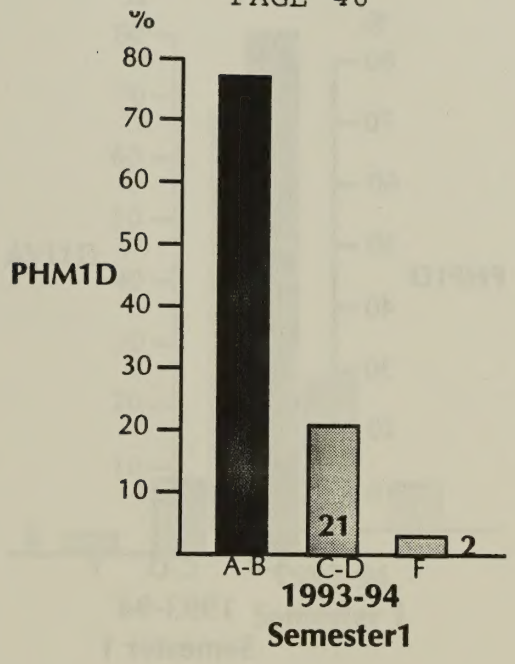

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Semester 1

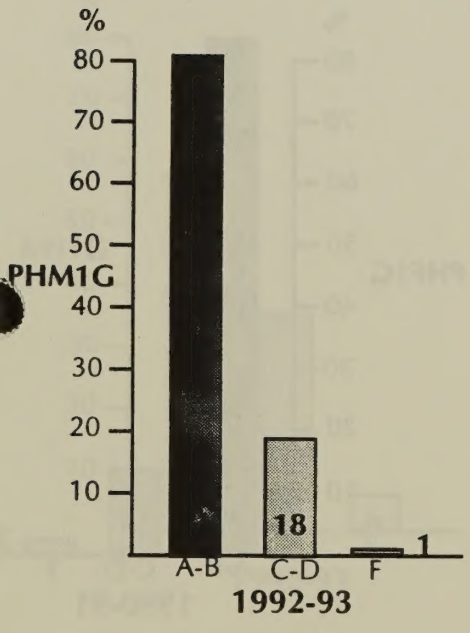

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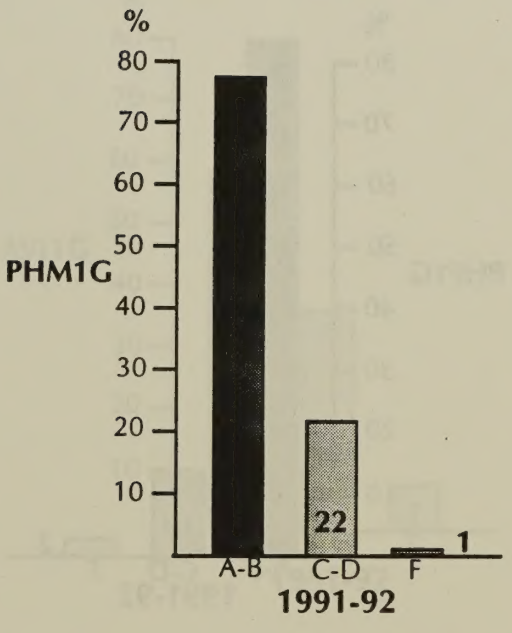

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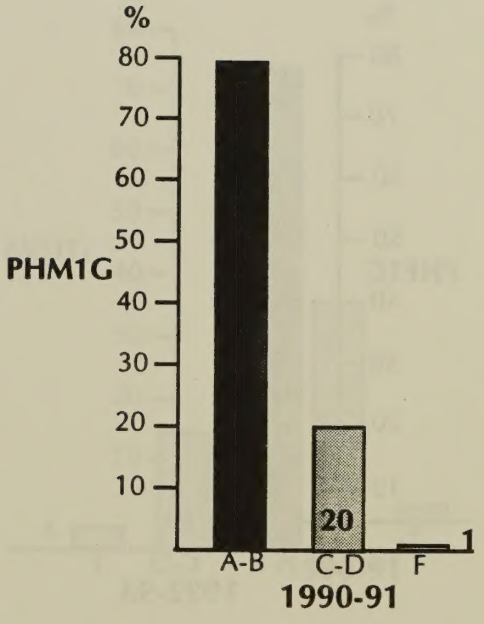

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PHYSICAL AND HEALTH EDUCATION (MALE)

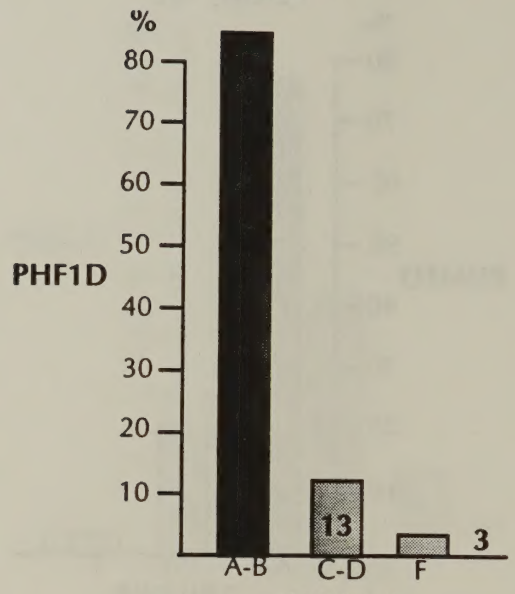




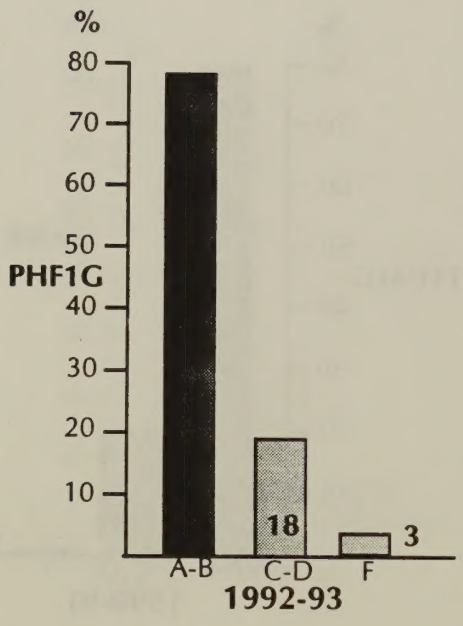




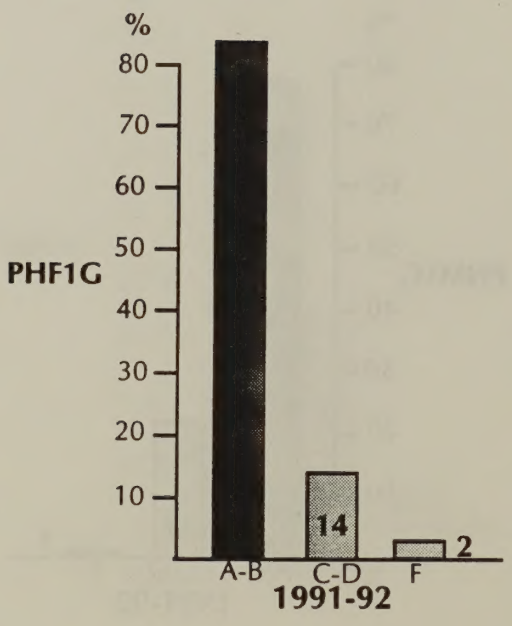
PHYSICAL AND HEALTH EDUCATION (FEMALE)



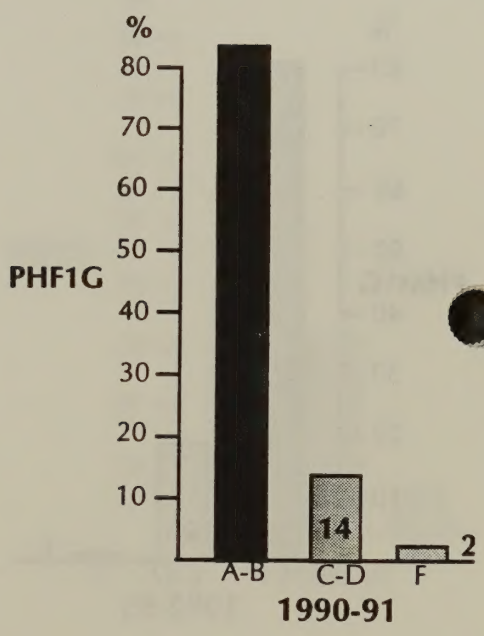
1993-94
Semester 1



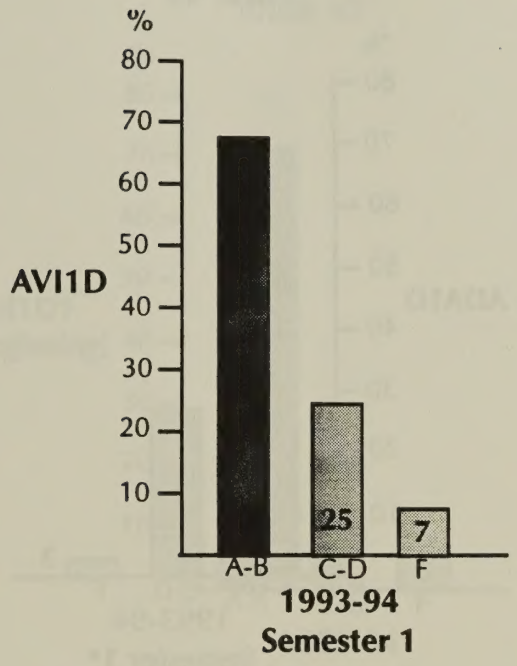
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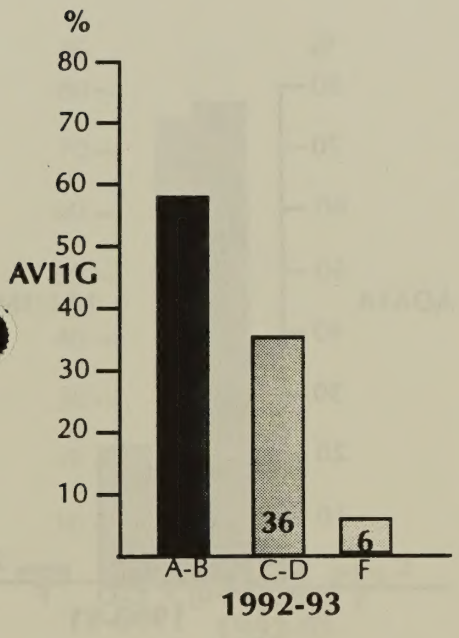


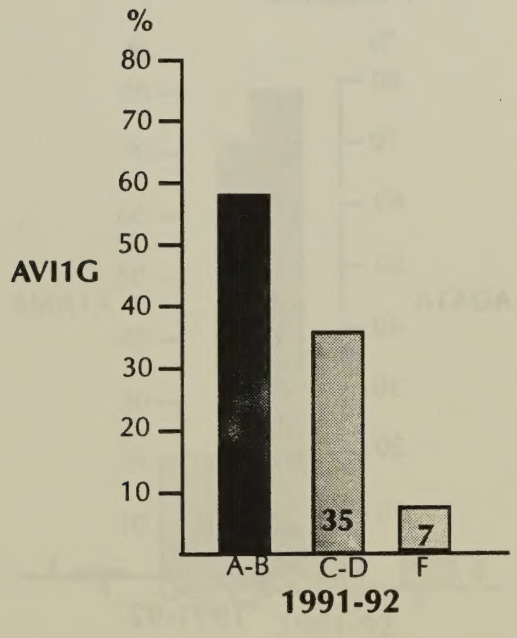
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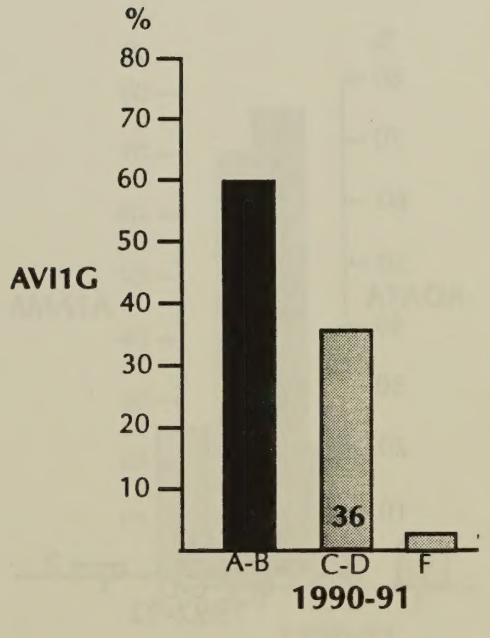


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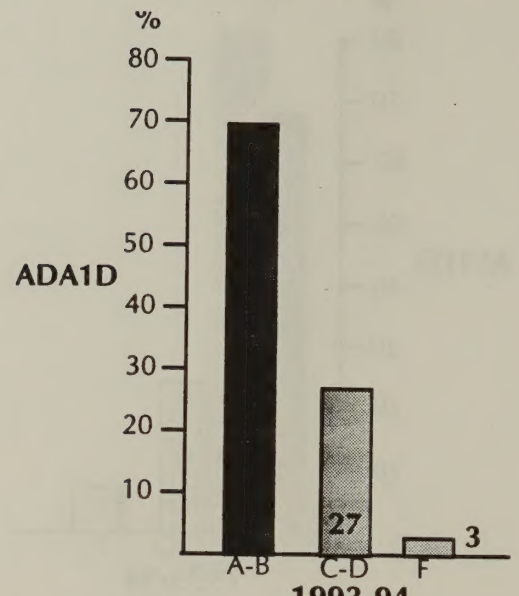

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Semester 1


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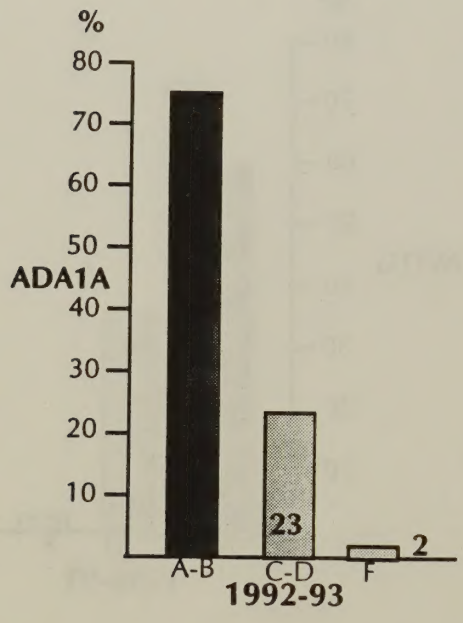

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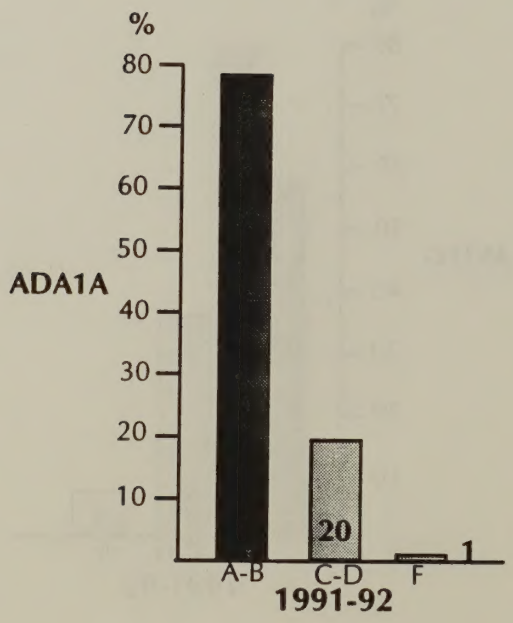
DRAMA



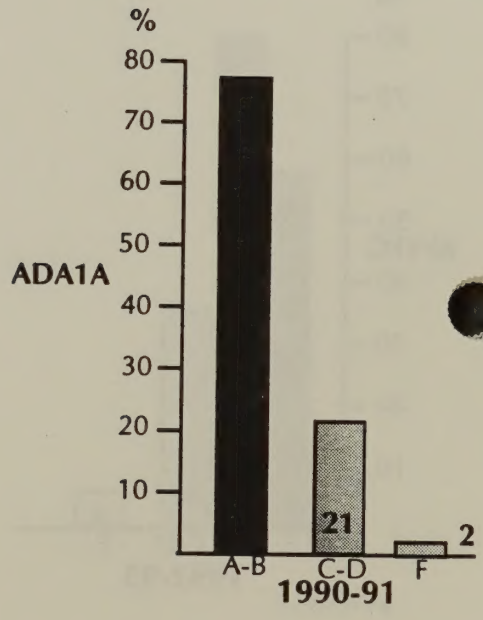
1993-94
Semester 1*



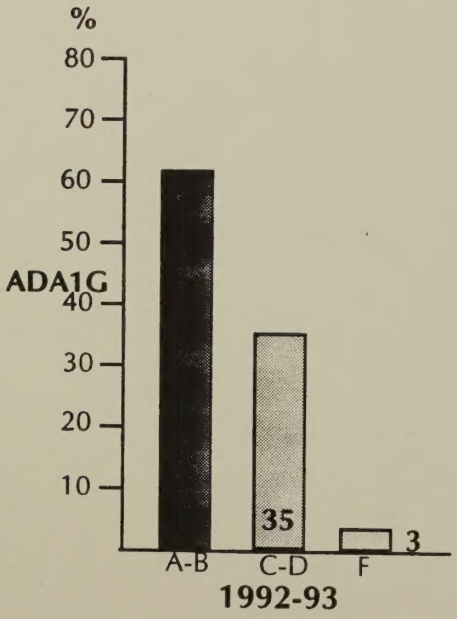
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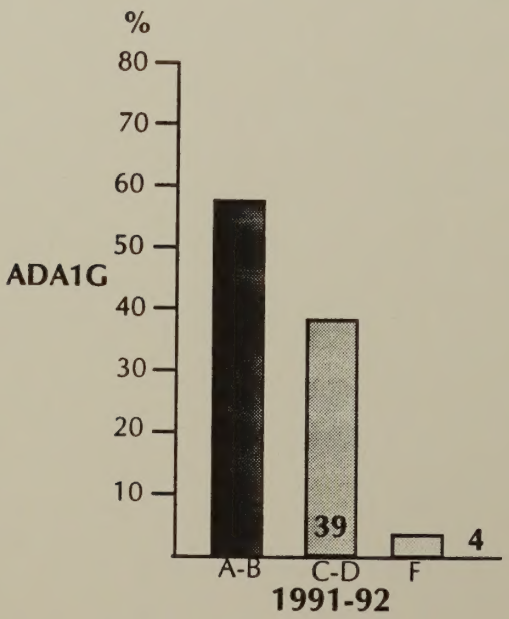
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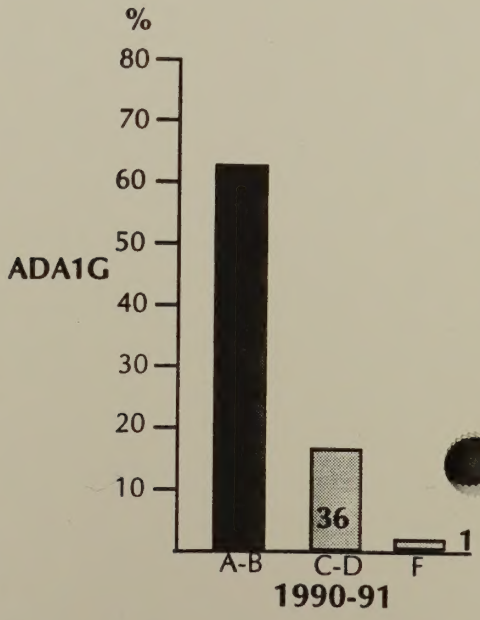
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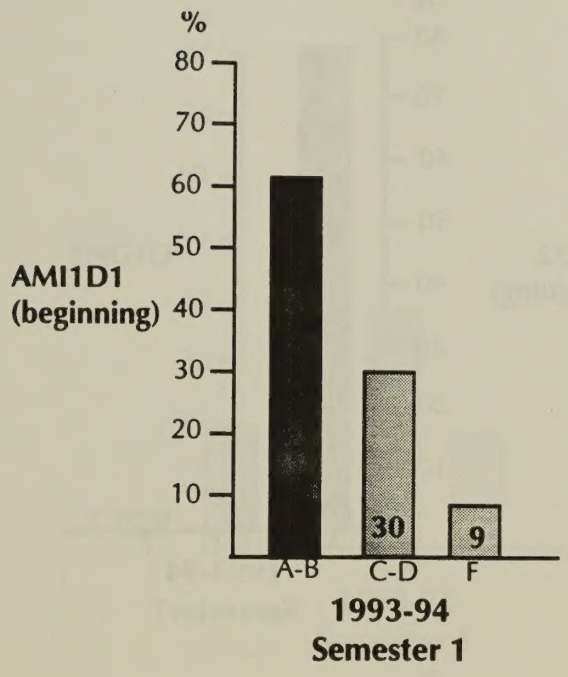
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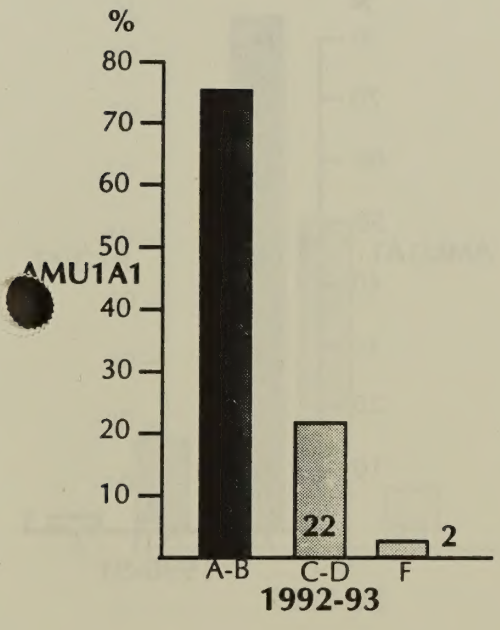


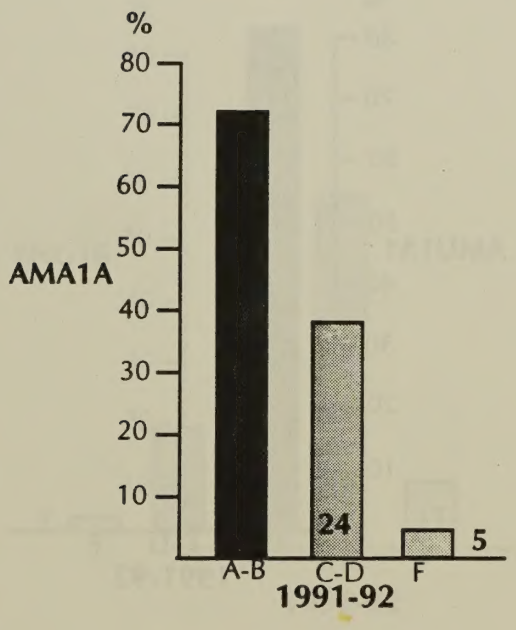
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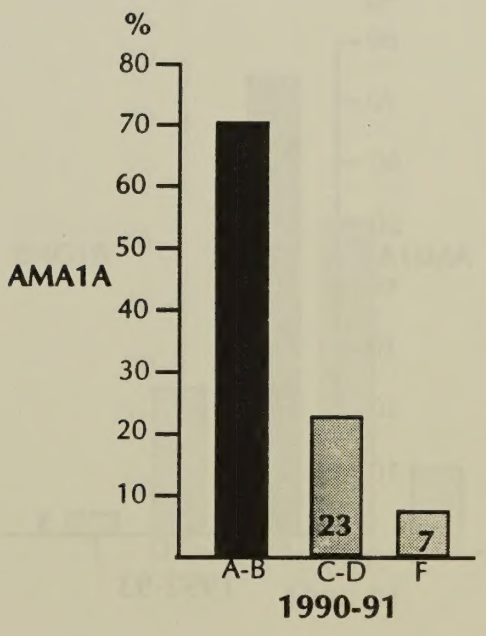


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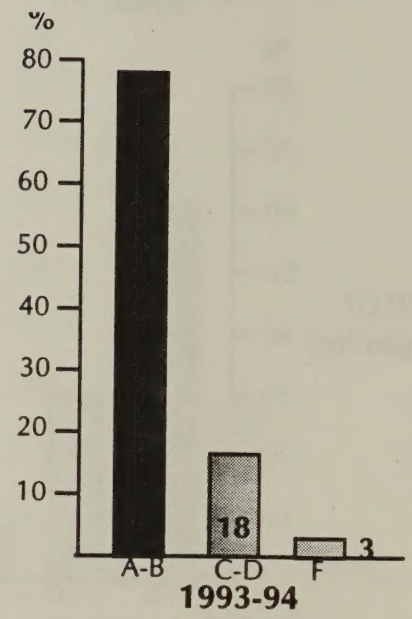

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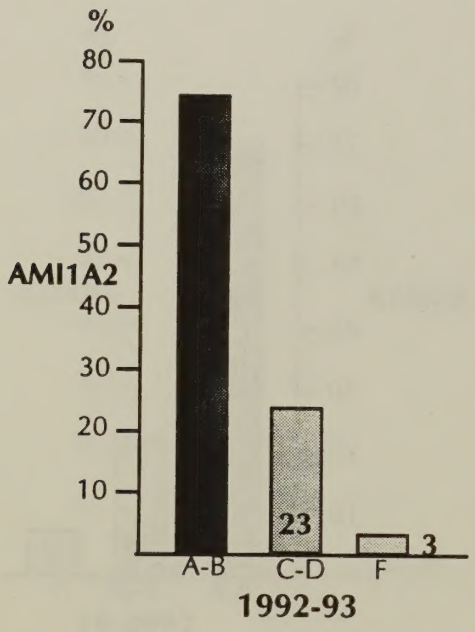

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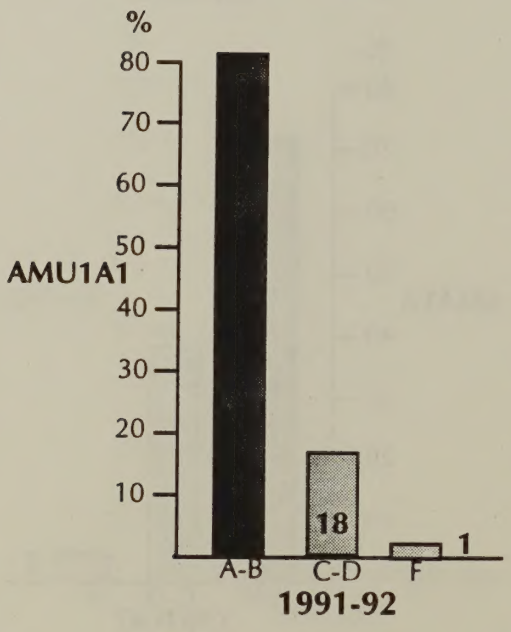


1993-94
Semester1



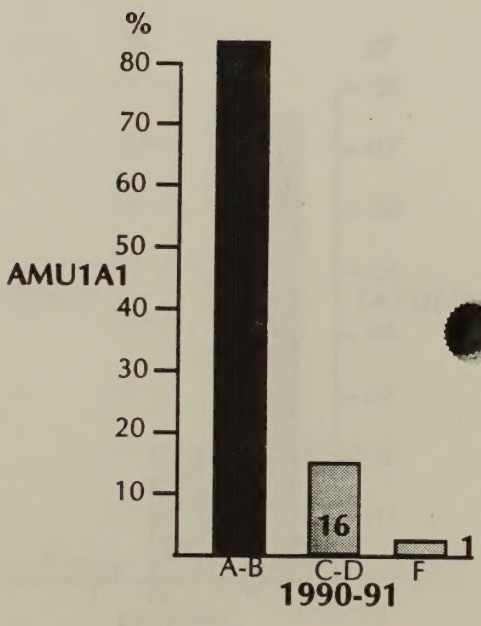
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AMU1A1

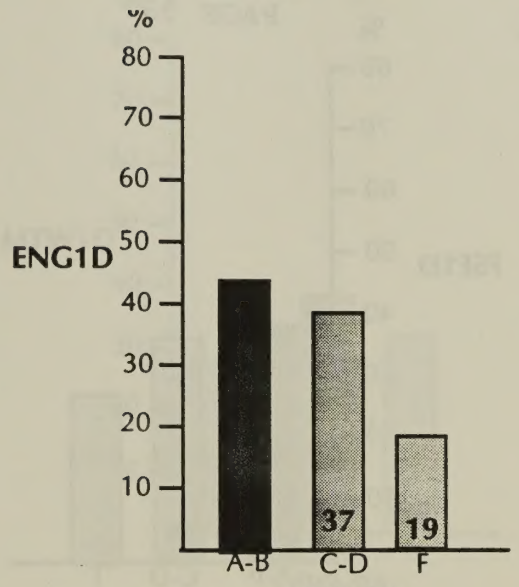
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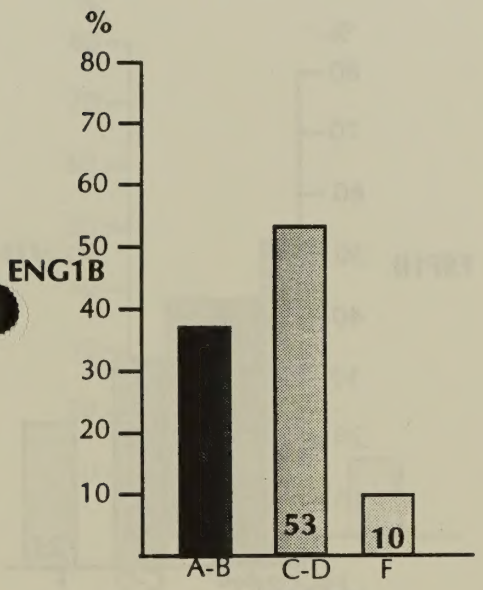
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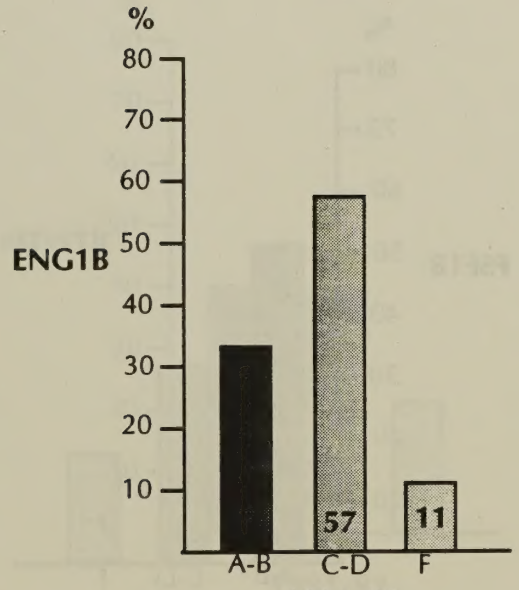
ENGLISH- VOCATIONAL



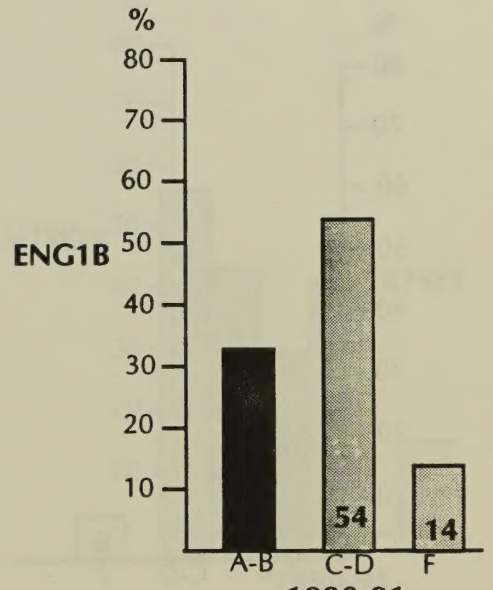
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Semester 1



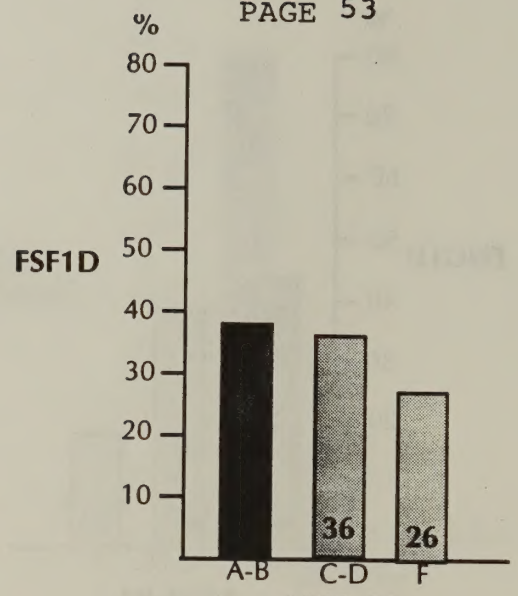
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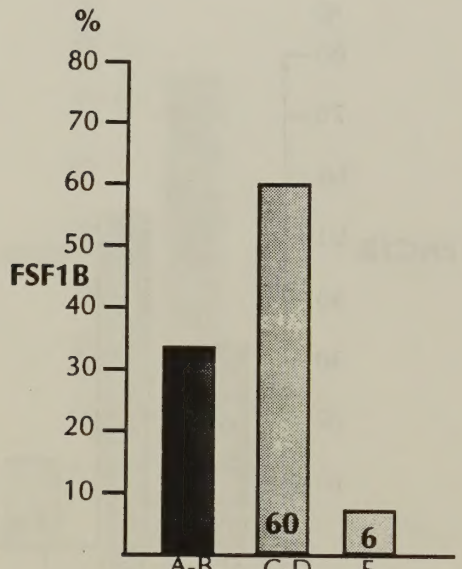
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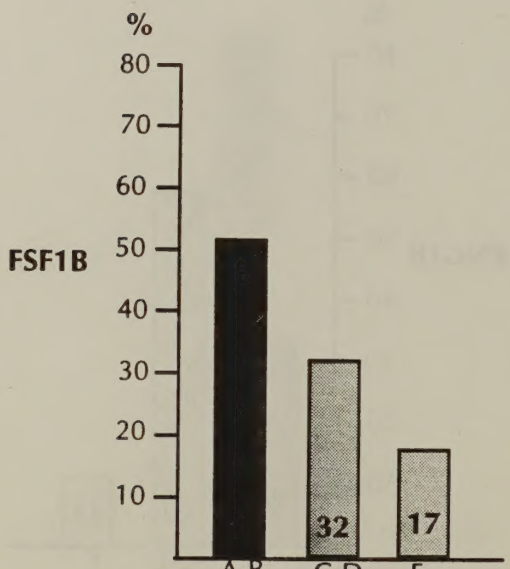
1990-91



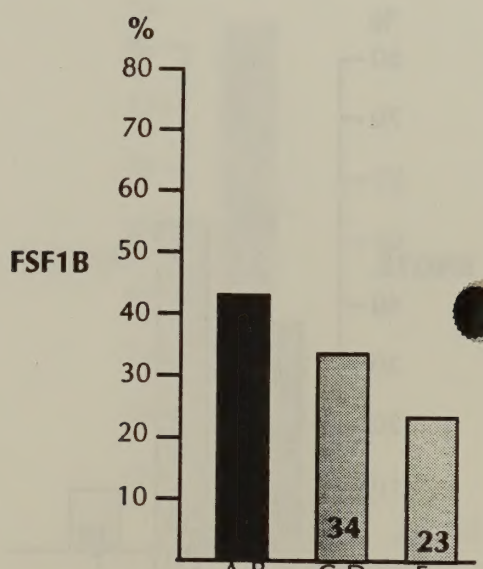
1993-94
Semester 1



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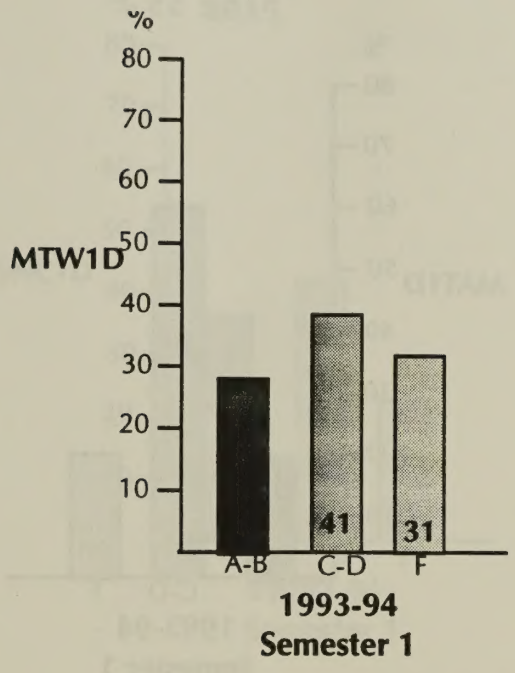


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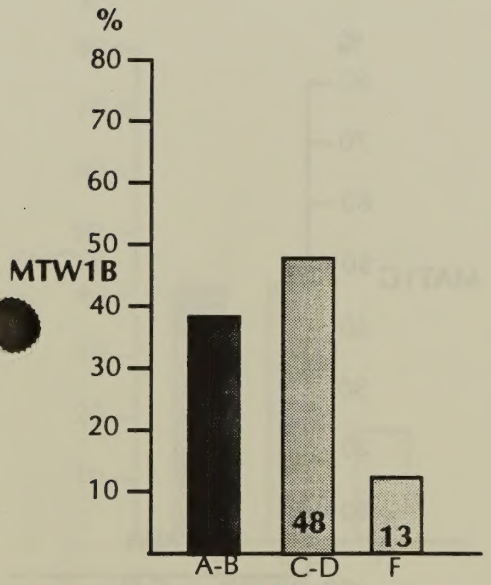


1990-91

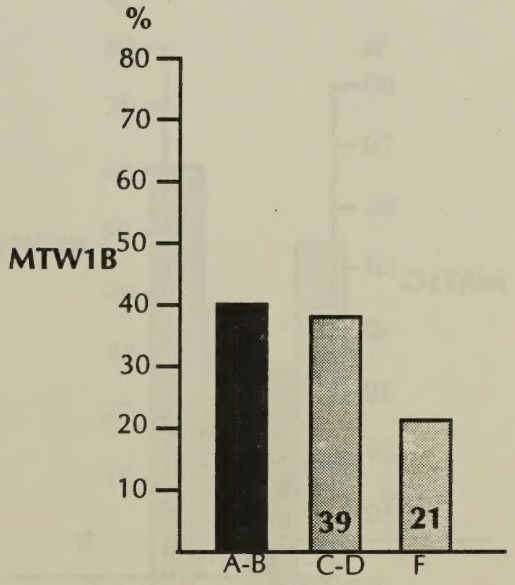
MATHEMATICS - VOCATIONAL



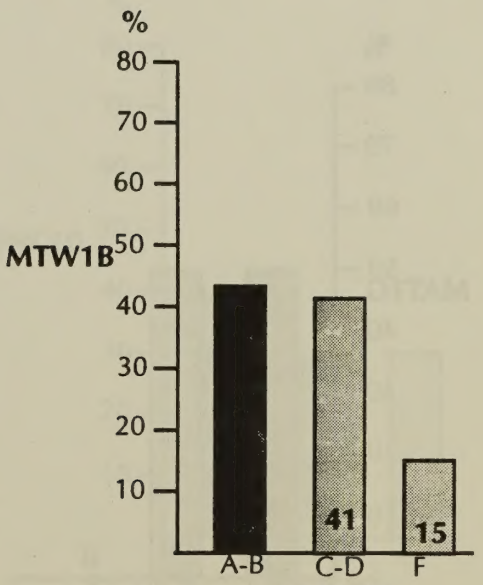
1993-94
Semester 1



1992-93

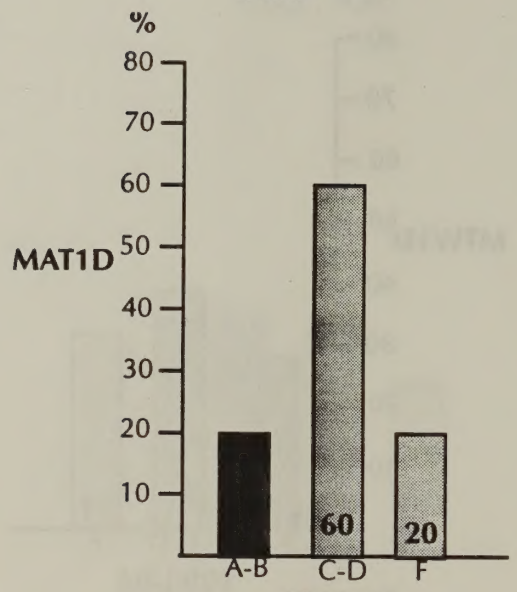


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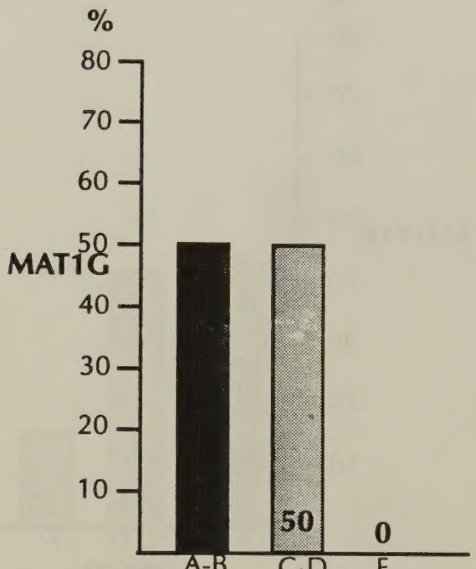


1990-91

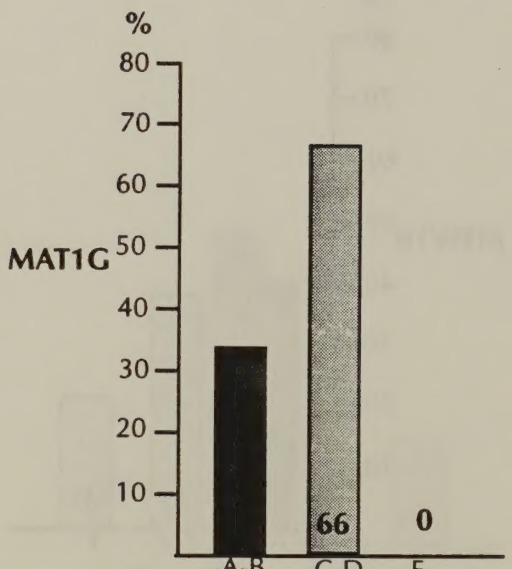
MATHEMATICS - VOCATIONAL



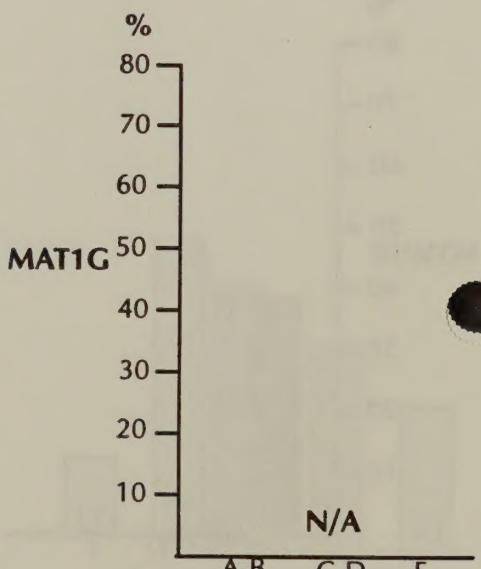
1993-94
Semester 1



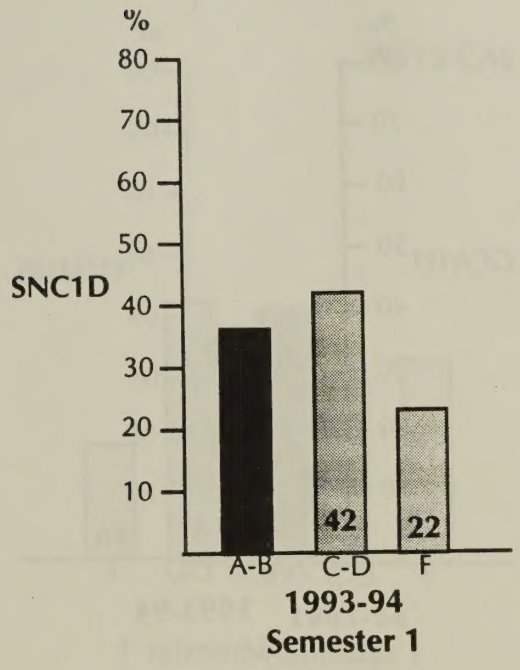
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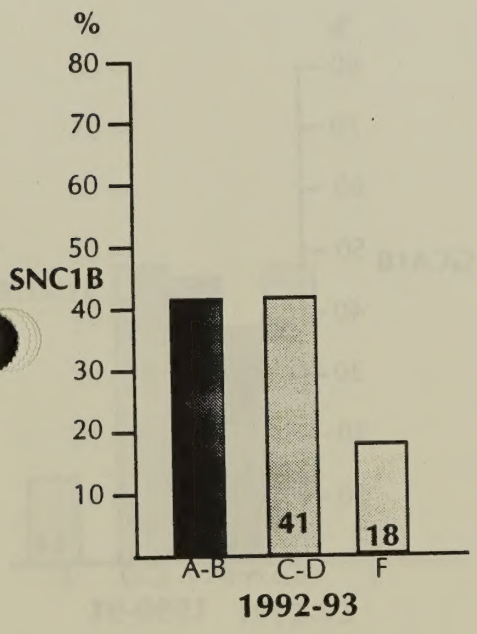


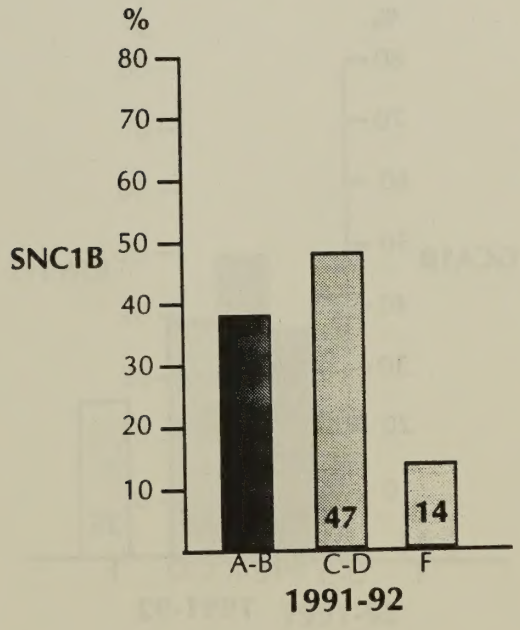
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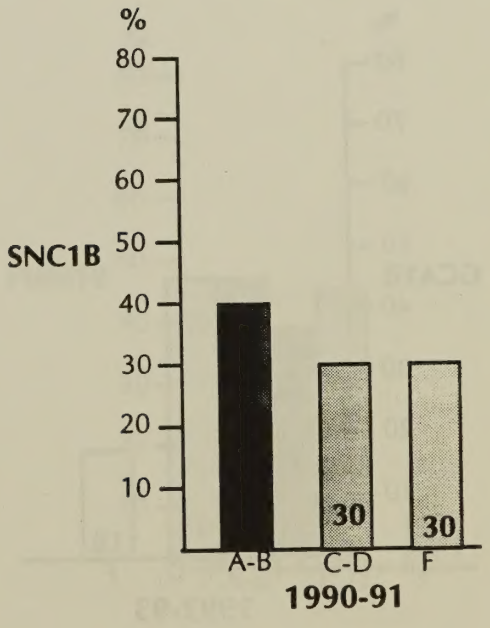


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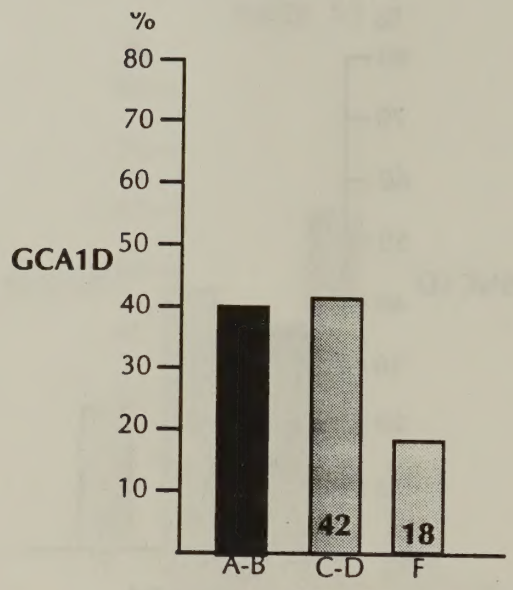

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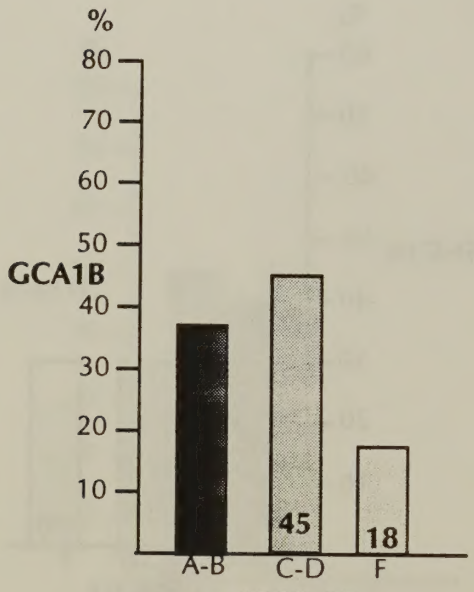

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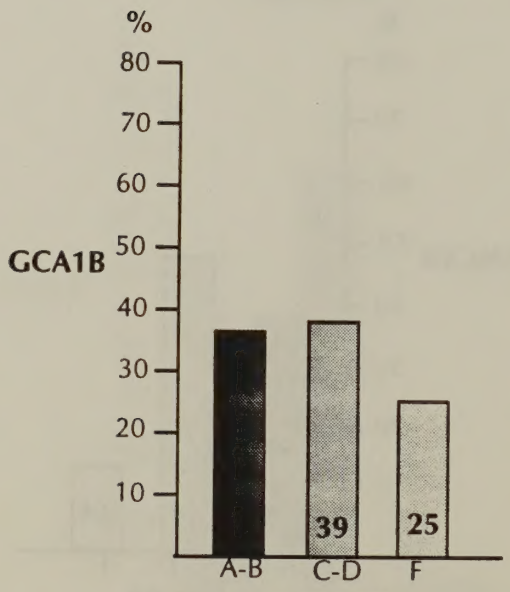
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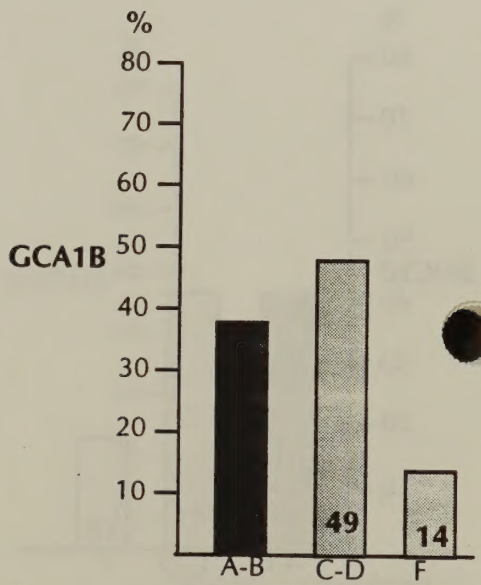
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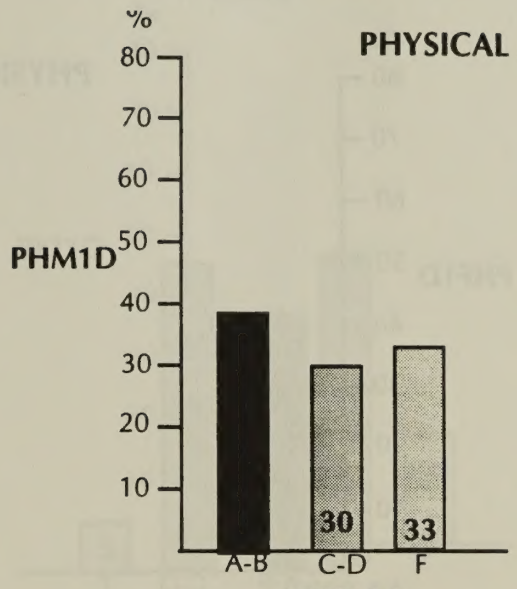


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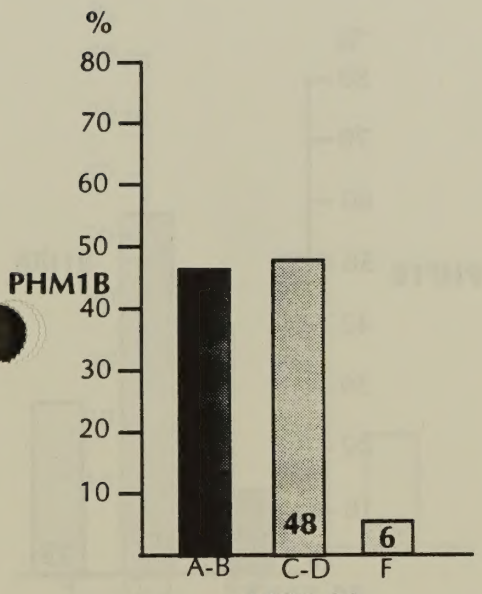


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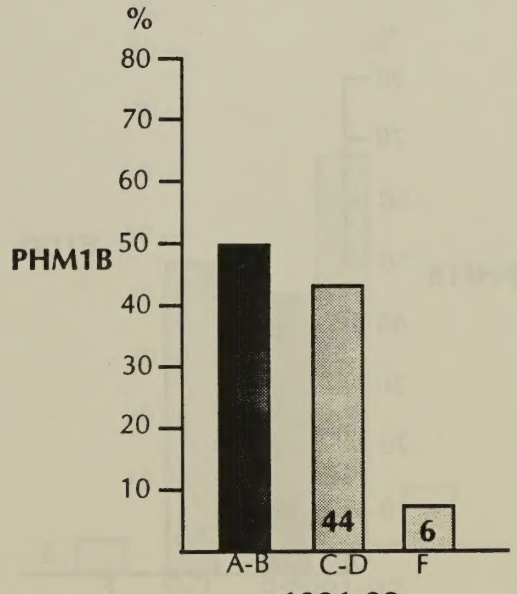
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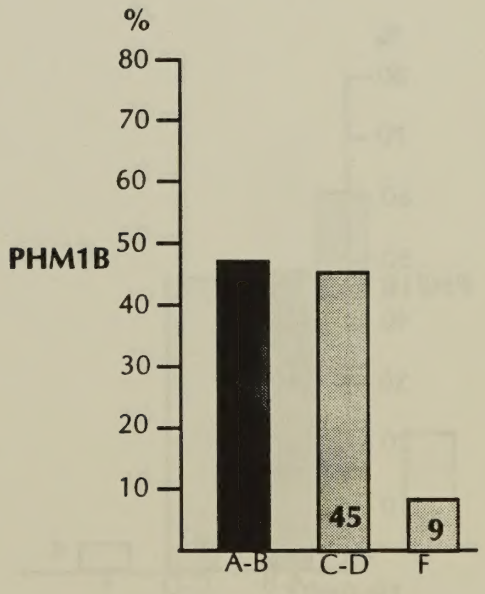
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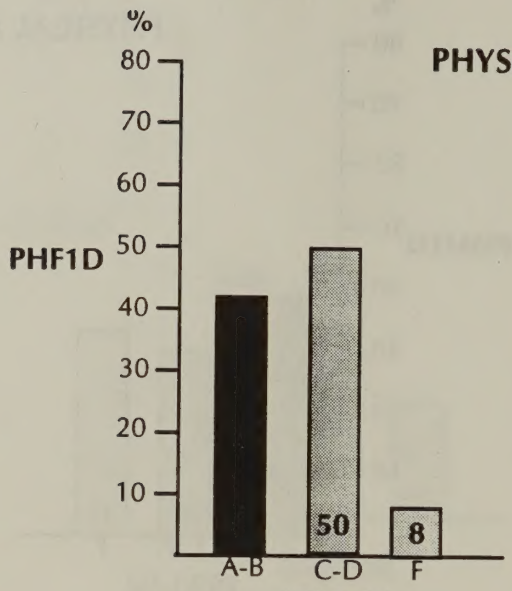


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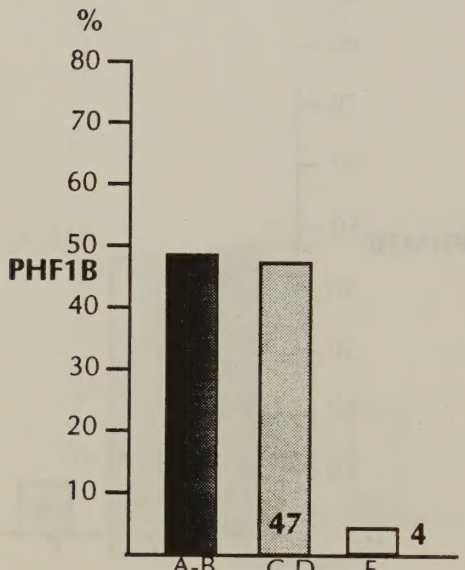


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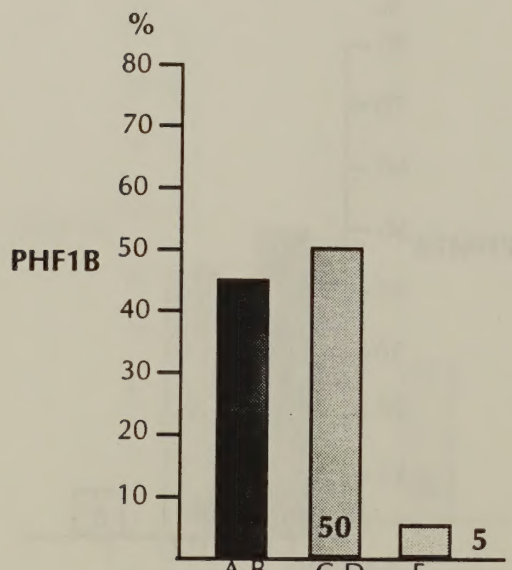
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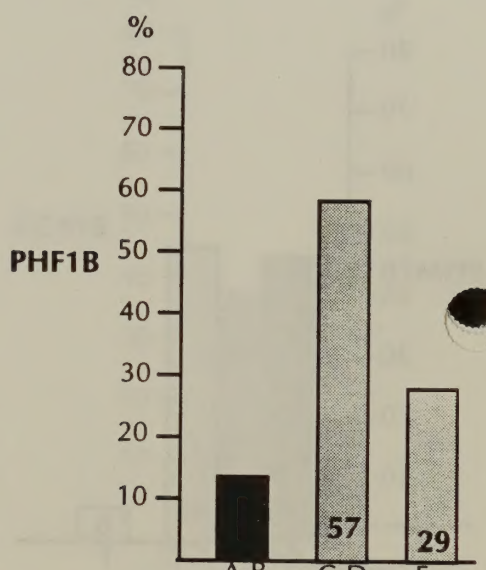
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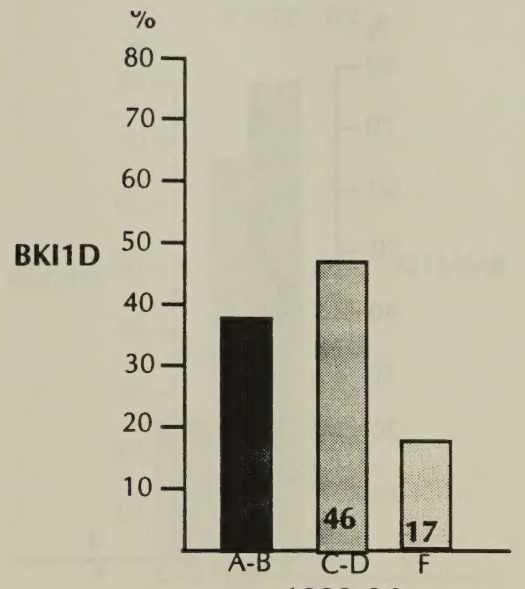
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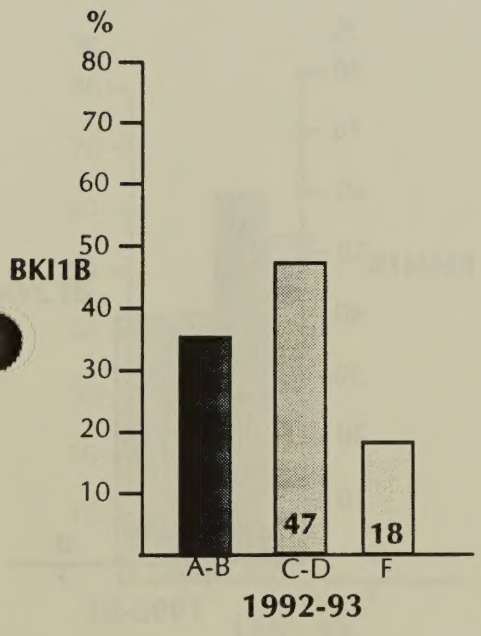
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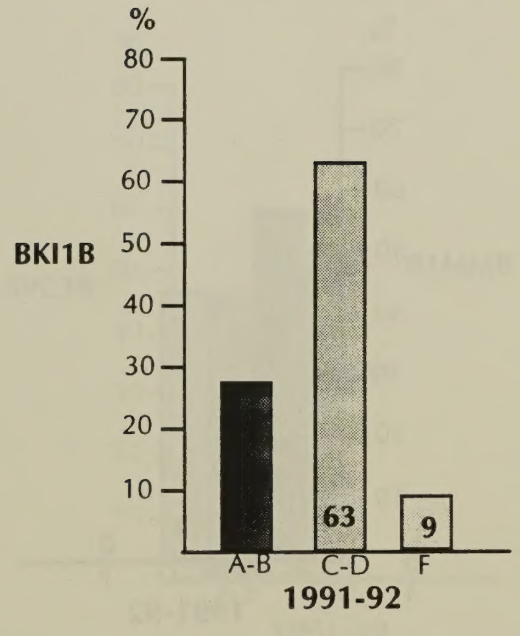
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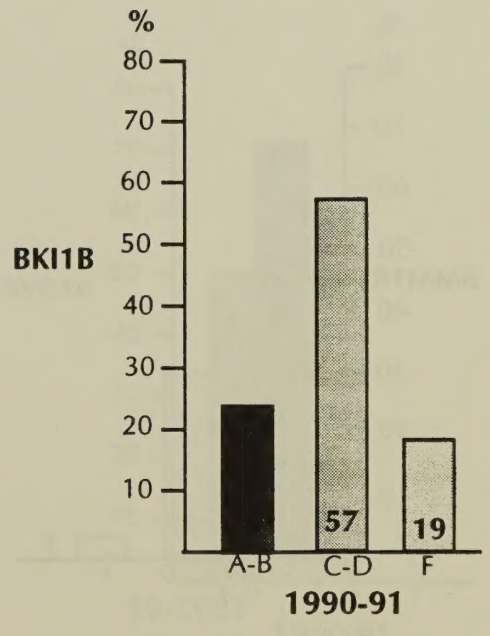
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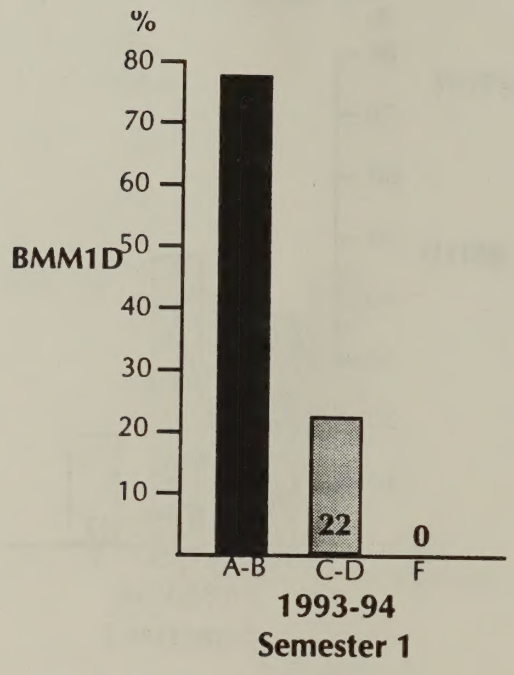


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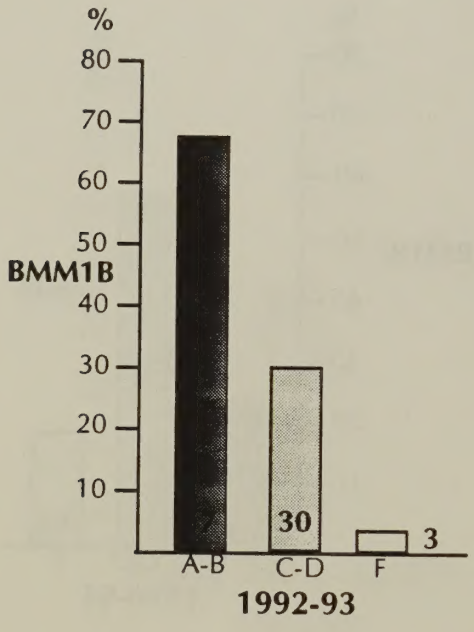


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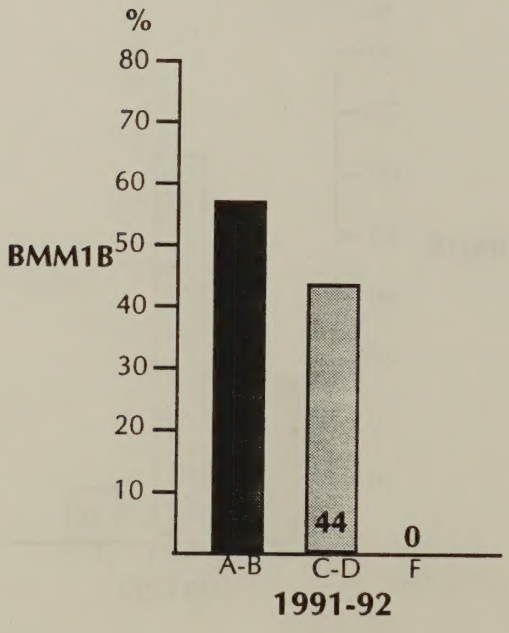
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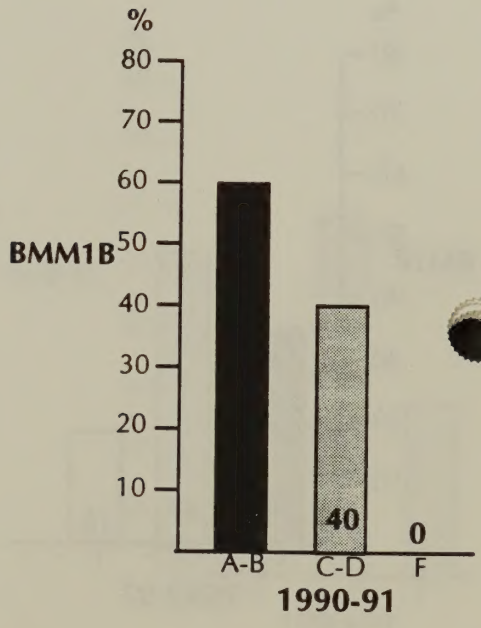
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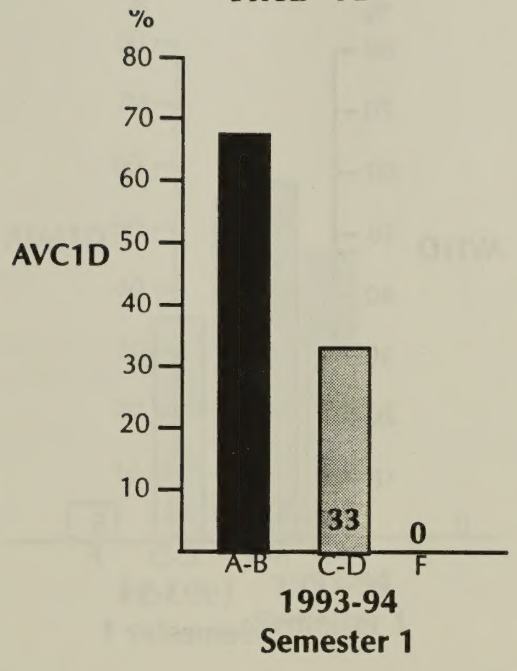


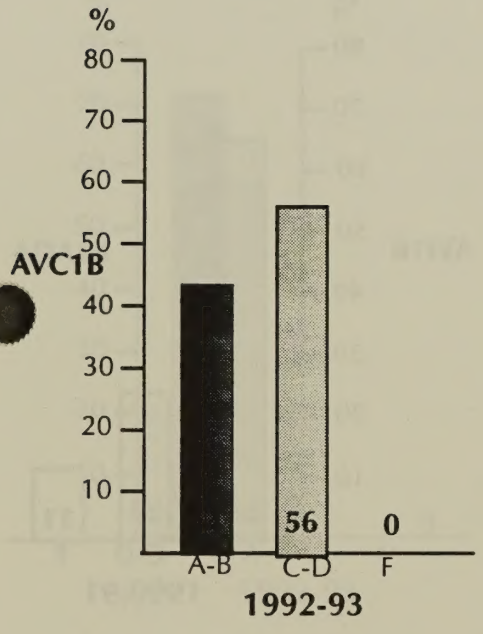
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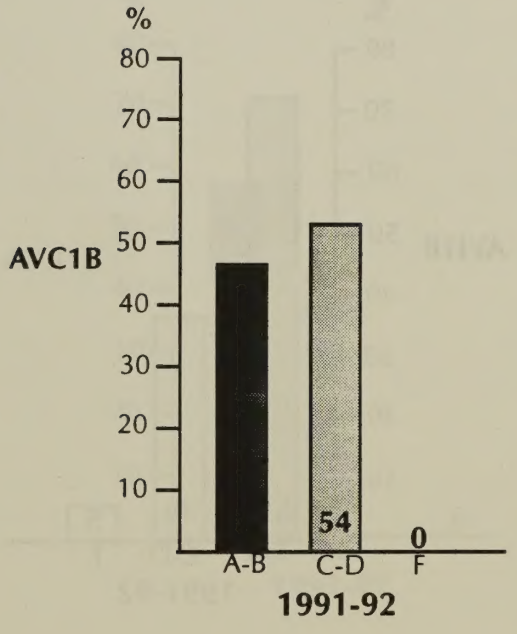


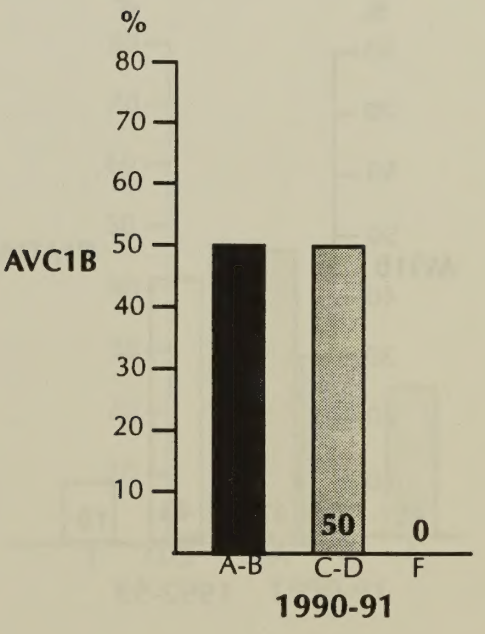
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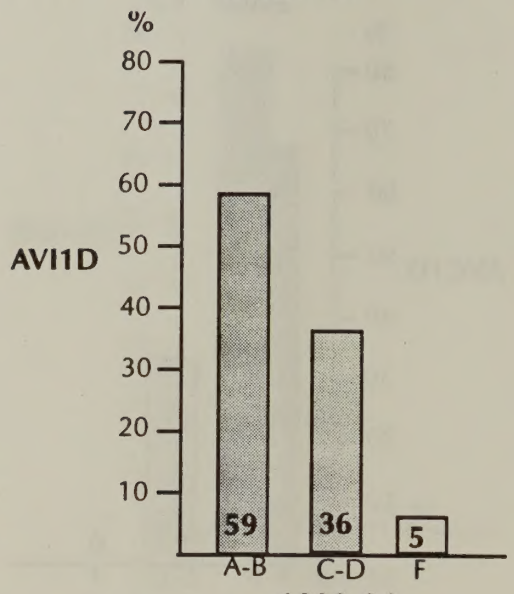




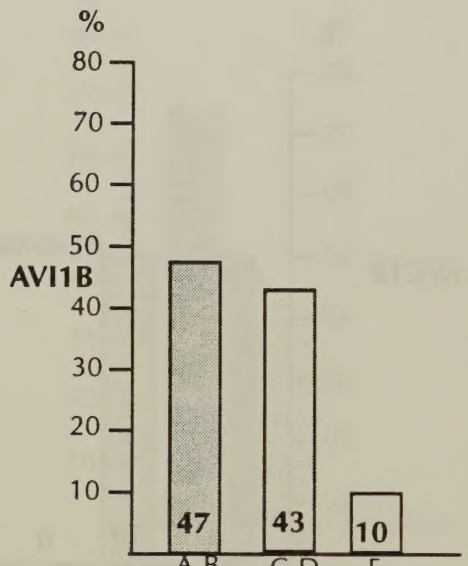




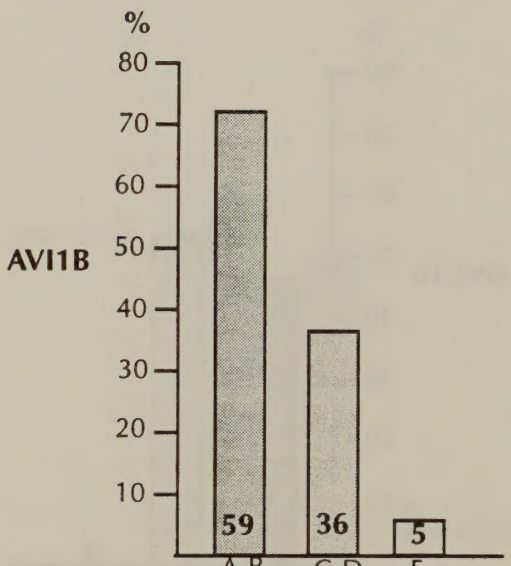
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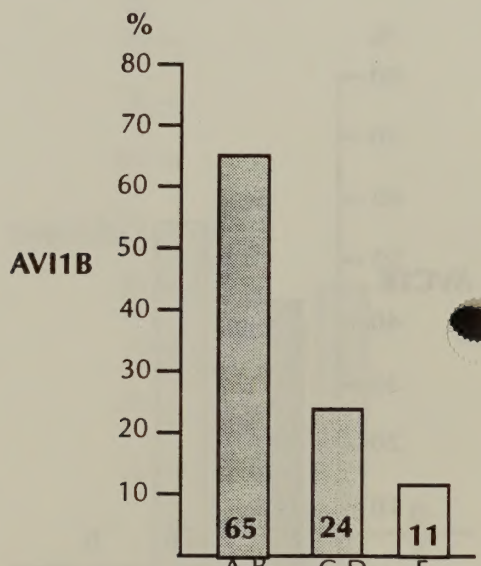
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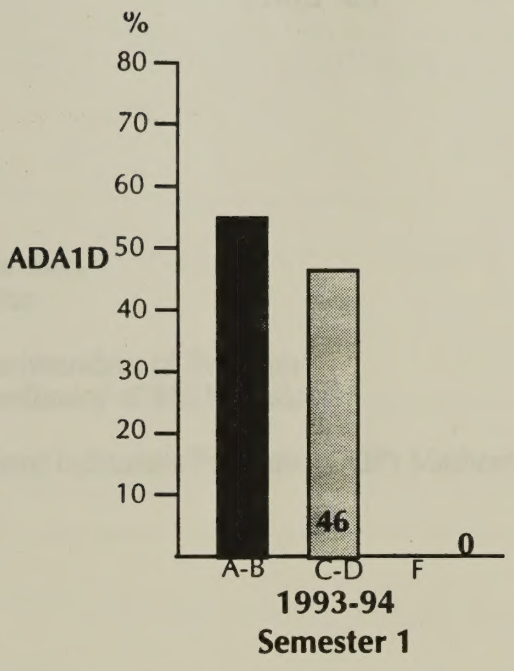


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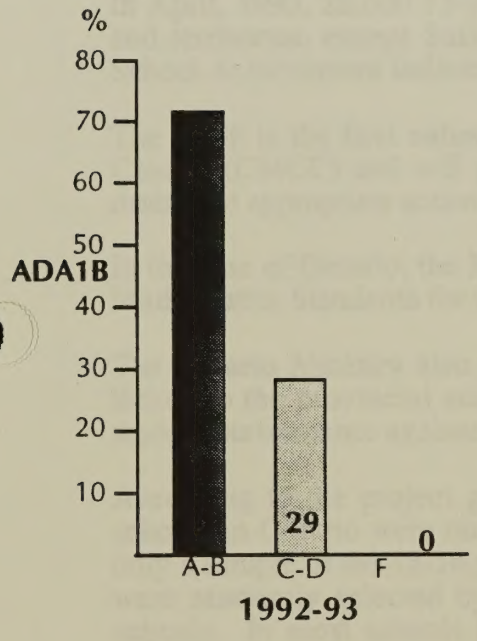


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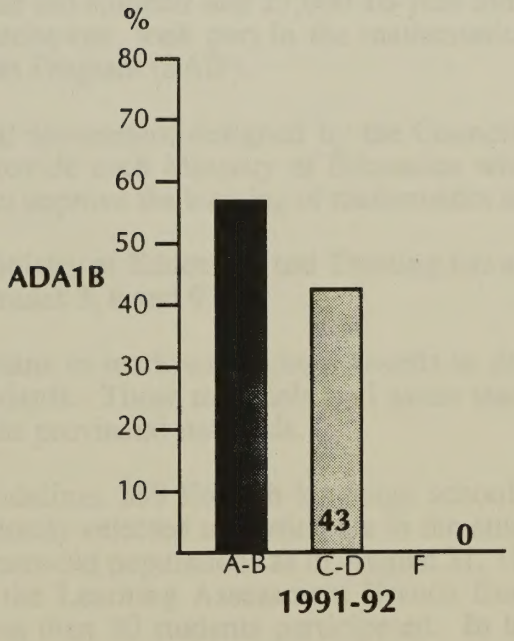
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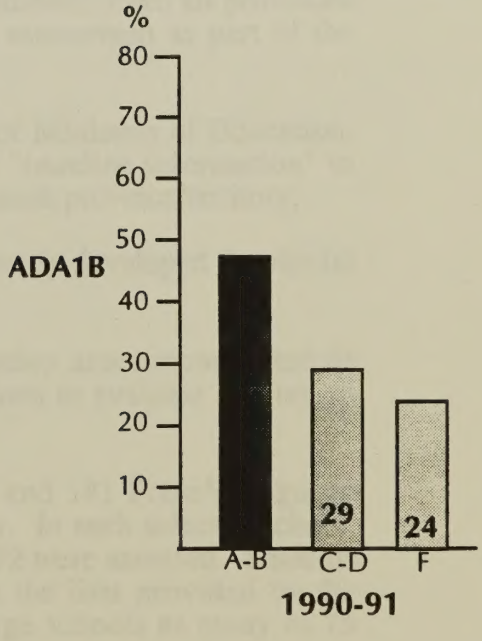
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Date: 1993 04 12

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program
G. D. Knill, Co-ordinator of Mathematics

Re: School Achievement Indicators Program (SAIP) Mathematics Results

Report: Information

Background

In April, 1993, 28,000 13-year old students and 27,000 16-year old students from all provinces and territories, except Saskatchewan, took part in the mathematics assessment as part of the School Achievement Indicators Program (SAIP).

The SAIP is the first national assessment designed by the Council of Ministers of Education, Canada (CMCC) and will provide each Ministry of Education with "baseline information" to determine appropriate action to improve the learning of mathematics in each province/territory.

In the case of Ontario, the Ministry of Education and Training has already developed Provincial Mathematics Standards for Grades 3, 6 and 9.

The Ontario Ministry also plans to work with school boards to develop assessment materials linked to the provincial standards. These materials will assist teachers to evaluate and report student performance against the provincial standards.

According to the project guidelines 239 English-language schools and 181 French-language schools in Ontario were randomly selected to participate in the study. In each selected school, only a sample of the 13-16 years-old populations as of August 31, 1992 were assessed. Students were randomly selected by the Learning Assessment Branch from the lists provided by the schools. In most schools less than 30 students participated. In large schools as many as 75 students may have participated.

Participating jurisdictions and schools received summary results for Canada and for Ontario. Only provincial/territorial level data was reported; individual board and school results were not reported.

The Hamilton sample for the assessment was chosen as part of a random sample from across Canada. Participating schools include:

13-year olds: C. B. Stirling, Glen Brae, Lake Avenue, Westview, Ainslie Wood, Sir Winston Churchill, Westdale

16-year olds: Barton, Parkview

Half the students were assessed on content and half on problem solving.

Issue

To share information about the results of the School Achievement Indicators Program with Trustees.

Recommendations

That the report of the Student Achievement Indicators Program (Mathematics) Results be received for information.

Rationale

Included in the report are the following appendices:

I Council of Ministers News Release and Fact Sheet, December 16, 1993

II Ministry of Education News Release and Ontario Fact Sheet, December 16, 1993

III Questions and Answers

IV Information for Parents and Students

V Summary of Ontario Results

Conseil des ministres de l'Education (Canada) Council of Ministers of Education, Canada

Communiqué

Quebec City, December 16, 1993

FOR IMMEDIATE RELEASE

FIRST REPORT ON CANADA-WIDE MATH TEST RELEASED

Canadians received a report today on how students are doing in mathematics.

The report on the first national mathematics test was released by the Council of Ministers of Education, Canada. In April of this year, approximately 50,000 13- and 16-year-old students from across the country wrote the mathematics assessment as part of the School Achievement Indicators Program (SAIP).

"The SAIP is the result of the first-ever consensus on a cross-Canada assessment. It signals a new era of cooperation as stated in the CMEC'S national education agenda announced in September," said the Honourable Lucienne Robillard, Chair of the CMEC.

The assessment tested students' achievement in mathematics content and problem-solving. Results are reported according to five levels of achievement. Major findings include:

- Approximately 64% of 13-year-olds perform at level 2 or above in mathematics content.
- Approximately 60% of 16-year-olds are achieving at level 3 or above in mathematics content.
- Approximately 56% of 13-year-olds perform at level 2 or above in problem-solving, and about 24% of 16-year-olds perform at level 3 or above.
- There is evidence of a clear gain in achievement of 16-year-olds over that of 13-year-olds; this is equally true for boys and girls and in all parts of the country, for both mathematics content and problem-solving.
- Slightly more boys than girls reach levels 4 and 5 by age 16 for math content and problem-solving.

Bloor West, Suite 1200, Toronto, Canada M5S 2V9 Telephone 416-964-2551 Fax 416-964-2296

"The results for problem-solving will lead ministers to question the emphasis placed on this aspect of mathematics in the curriculum, in teaching strategies and in student assessment," said Ms. Robillard, who is Quebec's Minister of Education and Science. "In that way, the SAIP will achieve its original objective, which is to provide those responsible for education with information that will help to improve student learning."

A detailed technical report will be made available to each province and territory in February 1994 to enable a more in-depth analysis of student performance in each aspect of mathematics.

The report on the SAIP mathematics assessment is the first in a series. A report will be issued in the fall of 1994 on reading and writing assessment, and it is expected that a report on science assessment will be issued in the fall of 1996.

-30-

Information:
Ms. Monique Bélanger, CMEC
(416)964-2551, ext. 233

1993 12 16

FACT SHEET

School Achievement Indicators Program (SAIP)

General facts about the SAIP

- **Why did the CMEC develop the SAIP?** The provinces and territories, through the Council of Ministers of Education, Canada (CMEC), have developed the SAIP to assess the performance of 13- and 16-year-old students in mathematics content and mathematics problem-solving, reading and writing, and science. This information, together with the review mechanisms of individual jurisdictions, will give each minister of education a basis for examining the curriculum and other aspects of the school system.

- **Is the mathematics assessment a one-time-only test?** The report on the SAIP Mathematics Assessment is the first in a series. A report will be issued in the fall of 1994 on the language assessment, and it is expected that a report on the science assessment will be issued in the fall of 1996.

- **How can student performance across Canada be compared?** School programs differ from one part of the country to another. Making comparisons of results from these various programs is a complex task. However, young Canadians in different provinces and territories learn many similar skills in mathematics, reading and writing, and science. The SAIP assessments will help to determine whether students across Canada reach similar levels of performance at about the same age.

- **Will the SAIP replace provincial and territorial assessments?** The SAIP is designed to complement existing assessments in each province and territory, providing Canada-wide data on the achievement levels attained by 13- and 16-year-old students across the country and on the extent to which skills and knowledge develop between the ages of 13 and 16.

- **What is the cost to date of the SAIP?** The total expenditure on the SAIP by the Council from the planning work begun in 1989 through to the publication of the report on the mathematics assessment is approximately $3.5 million. This figure does not include costs incurred by participating jurisdictions for in-kind support. It is estimated that a further $1.5 million will be required each year through December 1999 to complete one full cycle of the SAIP, which includes two administrations of each component.

Facts about the 1993 SAIP Mathematics Assessment

- **Who wrote the test?** In April 1993, more than 28,000 13-year-old students and approximately 27,000 16-year-old students were chosen to take the SAIP mathematics assessment. About half of these students wrote the mathematics content test and the other half, the mathematics problem-solving test.

- **Is the assessment fair to students across Canada?** The SAIP assessment instruments for mathematics content and problem-solving had been field tested in the spring of 1992. Teachers and ministry officials from across Canada reviewed all materials to ensure that they were free of cultural and gender bias and stereotyping. Students were also given the opportunity to comment on the questions and tasks.

- **What did we learn from this first assessment?** This first administration of a test under the SAIP shows that it is possible, despite some differences in curriculum, to agree on criteria for what students learn in mathematics. It is also possible to develop and agree on instruments to measure the performance of students based on these criteria.

- **What kind of information does the report contain?** In the report, information is presented for Canada as a whole and for each participating province and territory, showing how well each participating province's and territory's education system is doing. In the SAIP, results are not available by school or school district. The achievement of individual students is not identified, and no attempt is made to relate an individual's achievement to that of other students.

- **What are the results of this first assessment?**
Results show that the five levels of achievement in mathematics content provide a good basis for measuring performance. Canada-wide, there is evidence of a clear gain of achievement for 16-year-olds over that of 13-year-olds. The majority of 16-year-old students are achieving at Level 3 or above in mathematics content. But of some concern is the number of 16-year-olds who are not achieving as high as Level 3, since the concepts and skills of that level represent material usually taught to students before they are 16 years of age.

  For problem-solving, there is a marked increase in the number of students performing at Level 3 and above at age 16 as compared to age 13. However, very few students reached Level 4 and 5 in problem-solving. The expectations for Level 5 in problem-solving were very high. Consideration should be given to identifying the factors that may have had an impact on the results for problem-solving.

  Based on the questionnaires filled out by the students, the following factors were shown to be related to performance: grade in school, number of hours spent on homework (16-year-olds only), use of calculators (16-year-olds only), enjoyment of mathematics, and confidence in doing mathematics.

- **How will the results be used?**
The analysis of the results should lead to further discussion among the provinces and territories about what are appropriate expectations for student achievement in mathematics. Having established performance levels in April 1993, we will be able to compare results of future administrations of the SAIP achievement test in mathematics to these performance levels.

  The report on the SAIP Mathematics Assessment, together with the review mechanisms of the individual provinces, will give each of the ministers of education a basis for examining the curriculum and other aspects of the school system. The administration of further SAIP tests according to the announced timetable will provide the means for each province to evaluate whether changes made to the curriculum have contributed to improving student performance.

- **What is the total cost of the mathematics assessment?** The total expenditure on the mathematics assessment by the Council, from the planning work begun in 1989 through to the report in December 1993, was approximately $1.75 million. If this figure is divided by the total number of 13-year-olds and 16-year-olds in Canada, the SAIP mathematics assessment cost approximately $2.65 per student.

Ministry of Education and Training
Ministère de l'Éducation et de la Formation
Ontario

News release Communiqué

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Édifice Mowat, 14e étage, Queen's Park
Toronto (Ontario) M7A 1L2

December 16, 1993

NATIONAL MATH TEST CONFIRMS NEED FOR IMPROVEMENT

The results of Canada's first national math test confirm that Ontario needs to continue taking measures to improve student achievement in math, Education and Training Minister Dave Cooke announced today. Mr. Cooke also released provincial mathematics standards for grades 3, 6, and 9.

"While the results for Ontario are similar to the results for Canada as a whole, I believe we can do better," said Mr. Cooke. "These results show that we have to continue giving teachers and students a clear idea of the level of math we expect Ontario students to achieve. And we need to continue testing at both national and provincial levels so that we can all make sure they reach that level."

School Achievement Indicators Program Math Assessment

The national mathematics assessment was carried out in April 1993. It is the first national assessment under the School Achievement Indicators Program (SAIP) designed by the Council of Ministers of Education, Canada (CMEC) to gather information on student performance in every province through a series of national tests. The results were released today by Quebec education minister and CMEC chair Lucienne Robillard.

The math assessment was conducted in most provinces and territories of the country. A sample of 4500 English-speaking and 3300 French-speaking Ontario students completed the test, out of a total of 47,400 students across Canada. A majority of 13- and 16-year-old Ontario students were in Grade 8 and Grade 11 respectively.

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Half of the students were tested on math content, including number and operations, algebra and functions, measurement and geometry, and data management and statistics. The other half were tested on problem solving which includes the application of various strategies to construct models and verify that solutions are valid.

Student performance on the national test was rated in terms of five levels. In general, level 1 corresponds to mathematics covered in elementary school up to Grade 7 and level 5 to mathematics covered in senior high school. Because the mathematics curriculum differs from province to province, these levels do not correspond directly to particular grades.

The results for Ontario show that a large proportion of students are at levels 1 and 2, while very few in either age group are at levels 4 and 5. Ontario students, like the rest of Canada, do better in content than in problem solving.

"The national math assessment reinforces Ontario's commitment to setting standards and to testing to improve student achievement and the performance of the school system," said Mr. Cooke. "We'll continue to work with parents, students, teachers, and math associations and the education community at large to improve student performance in math."

Provincial Mathematics Standards for Grades 3, 6, and 9

The *Provincial Standards: Mathematics (Grades 3, 6, and 9)* are based on Ontario's Common Curriculum for grades 1 to 9. The standards will provide teachers and parents across the province with a clear statement of what Ontario expects students to know and be able to do in math by the end of grades 3, 6, and 9.

Mr. Cooke indicated that other measures to improve students' math performance were already or would soon be underway, including:

- an invitation for parents, students, teachers, associations, trustees, colleges and universities, and business and labour to meet early in 1994 to identify further actions that will improve the level of mathematics achievement in Ontario;

- the development of mathematics assessment materials to support the implementation of provincial mathematics standards for grades 3, 6, and 9;

- participation in math testing at provincial, national and international levels.

The results of the national mathematics assessment will be made available to the Royal Commission on Learning. The Commission's mandate includes making recommendations on the evaluation of students and the education system, education standards, and the secondary school program. The Commission will deliver its final report at the end of 1994.

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Disponible en français

SCHOOL ACHIEVEMENT INDICATORS PROGRAM
MATHEMATICS

Ontario Fact Sheet

Tests in mathematics content and problem solving were administered in April 1993 to randomly selected students in all provinces and territories except Saskatchewan. The tests were administered to 13-year-old and 16-year-old students.

French-language and English-language samples were selected in Manitoba, Ontario, Québec, and New Brunswick. In Manitoba, French Immersion students were included in the French-language sample; in the other provinces French Immersion students were part of the English-language sample.

Mathematics Content - tested students' knowledge and skills in the following four content areas: *number and operations, algebra and functions, measurement and geometry,* and *data management and statistics.*

Problem Solving - tested students' ability to apply a variety of strategies to solve problems, construct models, verify that particular solutions are valid, evaluate the validity of mathematical models, and communicate solutions.

Approximately 28,000 13-year-olds and 27,000 16-year-olds were chosen to take the SAIP mathematics tests. The number of students actually completing each test is given below for Canada, and for the English and French samples in Ontario:

	Number of Students Tested		
	Canada	Ontario (E)	Ontario (F)
Age 13 Content	12,575	1,187	866
Age 13 Problem Solving	12,554	1,172	883
Age 16 Content	11,134	1,090	756
Age 16 Problem Solving	11,081	1,052	756

For Ontario (English) 65 per cent of the age-13 sample was in Grade 8, and 29 per cent was in Grade 9. The corresponding figures for Ontario (French) were 68 per cent and 27 per cent, respectively. Most of the remainder were in Grade 7. At age 16, for both the English and French samples in Ontario, 62 per cent of the sample was in Grade 11 and 28 per cent was in Grade 12; 2 per cent was at the OAC level and most of the others were in Grade 9. These figures are very similar to those for Canada as a whole.

Approximately 230 English-language schools and 180 French-language schools participated. These schools were located in 72 English-language boards and 44 French-language boards/sections. Since a small number of students were tested in each school, data for individual schools and boards are not available.

For the Ontario (English) sample, 86 per cent of age-13 students and 83 per cent of age-16 students spoke English at home. For the Ontario (French) sample, 55 per cent of the age-13 students and 61 per cent of the age-16 students spoke French at home. For Canada, 88 per cent of the age-13 students and 86 per cent of the age-16 students wrote the test in the language that they spoke at home.

Five Levels of Difficulty

The mathematics taught in schools from the elementary grades to the senior secondary grades was divided into five levels of difficulty. The type of mathematics tested at each level is described on the attached pages, and sample questions for each level are provided.

The following chart shows the grade levels at which the mathematics questions on the tests are covered in the Ontario curriculum.

	Content	Problem Solving
Level 1	All questions covered before Grade 7	Two-thirds covered in Grade 7, and one-third in Grades 8 and 9
Level 2	One quarter covered before Grade 7, two-thirds in Grade 7, and the rest in Grade 8	About one-half covered in Grades 7 and 8; and one-half in Grades 9 and 10
Level 3	About one-third covered in Grade 7, one-third in Grade 8, and one-third in Grade 9	About one-half covered in Grade 9, and one-half in Grades 10 to OAC
Level 4	About three-quarters covered in Grades 9 and 10, one question in Grade 12, and the rest in Grade 8	About one-third covered in Grades 10 and 11, and two-thirds in Grade 12 and OAC
Level 5	Two-thirds covered in Grades 11 to OAC; one-third in Grades 9 and 10	Four-fifths in Grades 11 to OAC, and one-fifth in Grade 10

For any given level, the questions on the content test were covered at earlier grades than were the questions on the problem-solving test. This varies considerably from province to province. A detailed interprovincial comparison of the above information for all provinces will be provided in the technical report.

A student's performance in mathematics content is measured based on five levels of achievement. The test questions were developed so that a student's performance could be classified at one of the five levels. The expectations for a student performing at each of these levels are described below. These expectations range from elementary school mathematics (Level 1) to advanced secondary school mathematics (Level 5). Two examples of questions at each level are included. In the case of the multiple-choice questions, the answer is marked with an asterisk (*).

A student at **LEVEL 1** can add, subtract, divide, and multiply, using a limited range of natural numbers; use concrete materials and diagrams to represent simple relations; determine linear dimensions of recognizable simple plane figures; read information from very simple tables.

2 sample questions

7. The points at a sporting competition are awarded as follows:

First Place	100 points
Second Place	10 points
Third Place	1 point

Juan finished first, second, or third in eight events. His total was 251 points.

How many first place results did Juan win?

*A. 2 B. 8 C. 15 D. 111

19. Akiko has to travel a total of 802 km from Quebec City to Toronto for a business meeting. When she reaches Montreal, Akiko has travelled 256 km.

What further distance must Akiko travel in order to get to Toronto?

Answer = 546 km

A student at **LEVEL 2** can use the four basic operations with natural numbers; use patterns and classifications in real-life situations and plot points on a grid; calculate dimensions and areas of plane figures, classify solid forms, and use single geometric transformations; extract and represent data using tables and diagrams.

What are the five levels of performance in mathematics content?

"A student's performance in mathematics content is measured based on five levels of achievement."

LEVEL 1

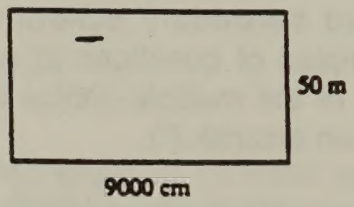
A student can:
- add, subtract, divide, and multiply;
- use materials and diagrams to show simple relations;
- determine linear dimensions of simple plane figures;
- read information from simple tables.

LEVEL 2

A student can:
- use 4 basic operations;
- use patterns and classifications and plot points on a grid;
- calculate dimensions and areas of plane figures;
- classify solid forms and use a geometric transformation;
- extract and represent data using tables and diagrams.

2 sample questions

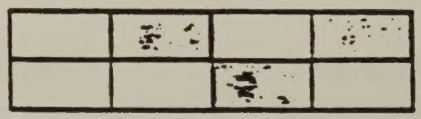
13. James wants to run the perimeter of a playing field, the dimensions of which are marked in centimetres and metres.



What distance will James cover by running once around this field?

A. 280 cm • B. 280 m C. 18 100 cm D. 18 100 m

17. Parts of the figure below are shaded.



What fraction of the figure is represented by the shaded parts?

Answer = 3/8

LEVEL 3

A student can:
- use 4 basic operations with integers;
- solve simple algebraic equations and plot points on a grid;
- use length, angle measure, area and volume involving plane geometric figures;
- calculate arithmetic mean and simple probability.

A student at **LEVEL 3** can use the four basic operations with integers (positive and negative numbers); solve simple algebraic equations and plot points on a grid; use length, angle measure, area, and volume involving various plane geometric figures and repetitions of the same geometric transformation; use information from various sources and calculate arithmetic mean and simple probability.

2 sample questions

4 The weekly salary for a part-time job selling shoes in a shoe store is calculated using the formula

$$\text{Salary} = 5h + \frac{v}{13}$$

where h represents the number of hours worked and v represents the dollar value of the shoes sold in a particular week. A salesperson worked 18 hours and sold $885 worth of shoes that week.

What was that week's salary for this salesperson?

A. $65.00 B. $90.00 • C. $149.00 D. $296.20

7. Francis decides to calculate his net worth to see if he can buy rollerblades that cost $89.95, including tax. Francis has:

- 12 dollars and 3 quarters in his coat
- $25.75 in his wallet
- a cheque for $20 from babysitting
- a debt of $3.25 that he owes to his brother

After paying his debt, how much more money does Francis need to buy the rollerblades?

A. $28.20 • B. $34.70 C. $55.25 D. $61.75

A student at **LEVEL 4** can use the four basic operations with the full range of rational numbers (positive and negative fractions); use algebraic expressions containing several terms, graphs and simple functions; use the characteristics of solid forms, congruence and similarity in polygons, and compositions of plane transformations; organize data, use measures of central tendency, and calculate the probability of a single event.

sample questions

2. You are asked to find the numerical value of the following expression:

$$\frac{2x^4z + 4x^3y^2z}{4z}$$

where $x = -2$, $y = \frac{1}{2}$, and $z = -1$

What is the numerical value of this expression?

A. -4 • B. 6 C. 16 D. 28

16. The Drake Auditorium has seating for 2000 people. The tickets for a concert are $11.50 for adults and $6.25 for students. All seats in the auditorium are sold for the concert. Three-quarters of the tickets are sold to students and the remaining tickets are sold to adults.

How much money is collected from the sale of tickets for this concert?

Answer = $15 12.5

LEVEL 4

A student can:

- use 4 basic operations with all rational numbers;
- use algebraic expressions with several terms, graphs, and simple functions;
- use characteristics of solid forms;
- organize data, use measures of tendency and calculate probability of single event.

LEVEL 5

A student can:
- use 4 basic operations with full range of real numbers;
- use algebraic expressions involving exponents, graphs, and various functions;
- use the properties of circles and right-angle triangles;
- calculate statistical information and the probability of combined events.

A student at **LEVEL 5** can use the four basic operations with the full range of real numbers; use algebraic expressions involving exponents, graphs, and various functions; use the properties of circles and right-angle triangles; calculate statistical information and the probability of combined events.

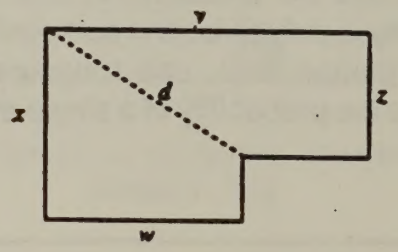
2 sample questions

10. A drafting student must construct a symbol. The symbol consists of a circle of radius 30 cm and an inscribed equilateral triangle. A metallic wire is used to outline the perimeter of the triangle.

To the nearest centimetre, what is the length of metallic wire needed?

A. 90 cm • B. 156 cm C. 180 cm D. 188 cm

8. The following diagram is a house plan. All corners are square.



What is the length of the diagonal *d* in terms of the variables given in the diagram?

A. $d = \sqrt{x^2 + y^2}$ • B. $d = \sqrt{w^2 + z^2}$ C. $d = \sqrt{x^2 + w^2}$ D. $d = \sqrt{y^2 + z^2}$

How was the student assigned a specific level in mathematics content?

Students selected for the mathematics content assessment wrote a placement test. Based on the results of this test, the teacher gave each student a booklet containing questions at the level matching that of the student. The teacher also gave the student a second booklet, which contained questions of the next highest level. The same set of five booklets was used for both the 13-year-olds and the 16-year-olds.

After marking was completed, the student was assigned the level represented by the highest level booklet written in which 60% of the questions were answered correctly. Also, each

booklet contained a specified number of questions to be completed successfully in each strand in order for the level to be assigned. If the student did not meet both criteria for either booklet, the student was assigned the level below that represented by the lowest level booklet written.

What is the basis of the mathematics problem-solving assessment?

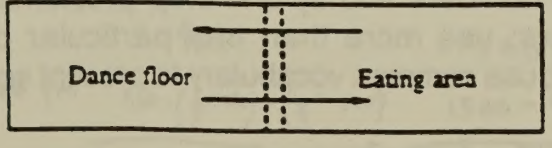
The mathematics problem-solving questions assess different aspects of a student's ability to solve problems: application of a variety of strategies to solve problems; construction of mathematical models that correspond to verbal statements or problems; creation of both accurate and approximate solutions to problems; verification that particular solutions are valid; communication of solutions to problems and problem-solving methods; evaluation of the validity of mathematical models and of solutions to problems.

What are the five levels of performance in problem-solving?

As in the assessment of mathematics content, student performance in mathematics problem-solving is measured based on five levels. Level 1 represents a limited ability in problem-solving, while Level 5 represents the highest achievement in problem-solving. The expectations for a student performing at each of Levels 1 to 5 are indicated below.

sample question

4. A total of 1500 people attended a wedding party. The area used for the wedding party was divided into a dance floor and an eating area, as shown in the diagram below.



a. At 7:00 p.m., there were 375 people on the dance floor.

How many people were in the eating area at 7:00 p.m.?

b. Every half hour, one-fifth of the people on the dance floor move to the eating area and two-fifths of the people in the eating area move to the dance floor.

How many people were in each area after the 7:30 p.m. move?
Show all your work.

c. There were 900 people on the dance floor after the 8:00 p.m. move.

Using the rules given in part b. how many people were on the dance floor after the 9:00 p.m. move?
Show all your work.

d. Eventually the number of people on the dance floor and the number of people in the eating area will remain fixed.

How many people will be on the dance floor and how many people will be in the eating area when the numbers reach this fixed state?
Show all your work.

At LEVEL 1, a student can find a single solution to a one-step problem, using obvious sets of procedures and a limited range of whole numbers; use one case to establish a proof.

LEVEL 1

A student can:
- find single solutions to one-step problems using obvious sets of procedures;
- use one case to establish proof.

sample of student work

Level 1 Response

a.

$1500 - 375 = \underline{1125}$ (people)

At LEVEL 2, a student can make a choice of sets of procedures to find a solution to a) multi-step problems, using a limited range of whole numbers and b) one-step problems, using rational numbers; use more than one particular case to establish a proof; use common vocabulary to present solutions.

LEVEL 2

A student can:
- make a choice of sets of procedures to find a solution to multi-step problems and one-step problems;
- use more than one particular case to establish a proof;
- use common vocabulary to present solutions.

sample of student work

Level 2 Response

b.

$\frac{2}{3}(1125)$
$= 450$ moved from eating

$\frac{1}{5}(375)$
$= 75$ people moved

At **LEVEL 3**, a student can choose from two sets of procedures to find a solution to multi-step problems, using a limited range of rational numbers; use necessary and sufficient cases to establish a proof; use mathematical vocabulary, although not with great precision, to present solutions.

sample of student work

Level 3 Response

b.

dance floor

D = 375 − (375)(1/5) + (1125)(2/5)

D = 750 people in dance area

eating area

E = 1125 − (1125)(2/5) + 375(1/5)

E = 750 people in eating area

At **LEVEL 4**, a student can adapt one or more sets of procedures to find solutions to multi-step problems, using the full range of rational numbers; construct structured proofs that may lack some detail; use mathematical and common vocabulary correctly, but solutions may lack clarity for the external reader.

sample of student work

Level 4 Response

c.

	Dance floor	Eating Area
8:00 pm	900	1500 − 900 = 600
8:30 pm	900 − (1/5 × 900) + (2/5 × 600) = 960	1500 − 960 = 540
9:00 pm	960 − (1/5 × 960) + (2/5 × 540) = 984	1500 − 984 = 516

At **LEVEL 5**, a student can create original sets of procedures to find solutions to multi-step problems, using the full range of real numbers; construct structured proofs that provide full justification of each step; use mathematical and common vocabulary correctly, and provide clear and precise solutions.

LEVEL 3

A student can:
- choose from two sets of procedures to find a solution to multi-step problems;
- use necessary and sufficient cases to establish a proof;
- use mathematical vocabulary with little precision to present solutions.

LEVEL 4

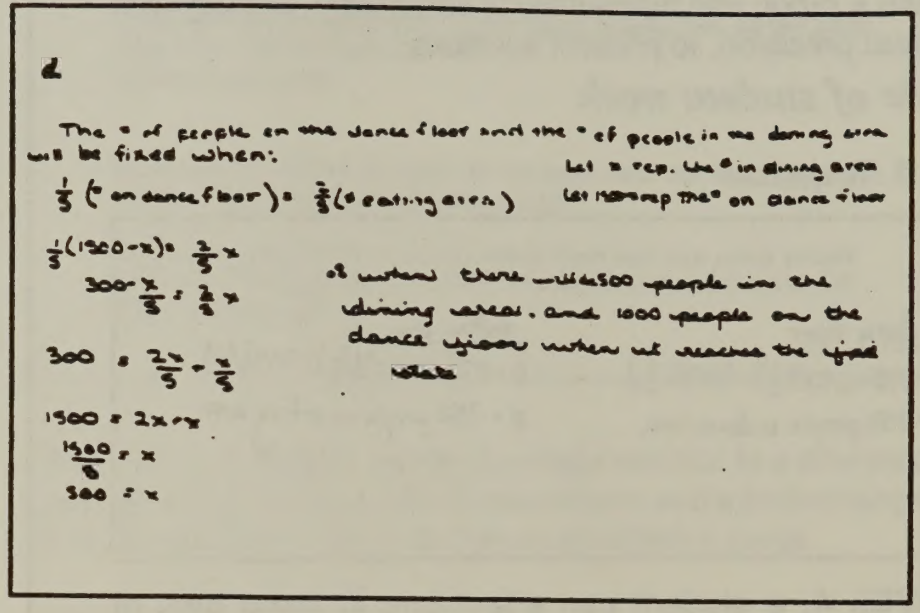
A student can:
- adapt one or more sets of procedures to find solutions to multi-step problems;
- construct structured proofs that may lack some detail;
- use mathematical and common vocabulary, possibly lacking clarity.

LEVEL 5

A student can:
- create original solutions to multi-step problems using full range of real numbers;
- construct structured proofs providing full justification;
- use mathematical and common vocabulary correctly, and provide precise solutions.

sample of student work

Level 5 Response



How was a student assigned a specific level in problem-solving?

Each student selected for the assessment of mathematics problem-solving wrote solutions to nine problems in one of two booklets. One booklet was designed to test students at Levels 1 to 4 in problem-solving, and the second booklet was designed to test Levels 2 to 5. The same booklets were used with both 13-year-olds and 16-year-olds.

The teacher assigned booklets to students based on a judgment of their problem-solving skills. During the development of the test and the field trials, the development team recorded the various solutions that were possible for the problems. Each solution was identified with a level (1 to 5), based on its type and difficulty. Students were assigned a given level if they showed that level of performance on 60% of the opportunities that were provided in the booklet they were assigned.

How was the marking done?

Sixty percent of the questions in the content booklets were multiple choice, and the answers were machine scored; the remaining content questions were scored by mathematics educators at a marking centre in Toronto. The solutions in the problem-solving booklets were marked by teams of mathematics educators drawn from all the provinces to three marking centres (Victoria, Ottawa/Hull and Moncton). Prior to the marking session, the markers received training to ensure consistency. During the marking session, procedures were used to ensure reliability.

APPENDIX III

QUESTIONS & ANSWERS

ON

THE MATHEMATICS ASSESSMENT FOR THE

SCHOOL ACHIEVEMENT INDICATORS PROGRAM

1) **Q. Why were 13-year-old and 16-year-old students tested?**

A. Age 13 is a transition point between elementary and secondary programs, and age 16 is the last year of compulsory schooling in most provinces.

2) **Q. Why are the results reported by level rather than per cent correct?**

A. The mathematics tests were designed to provide a description of the mathematics knowledge and skills demonstrated by 13-year-old and 16-year-old students in Canada and in each province. The definition of levels allows us to report the percentage of students capable of doing the mathematics represented at a particular level. To know the percentage of our 13-year-old students capable of doing a specific type of mathematics provides useful information for evaluating the effectiveness of our mathematics programs. As described in the Fact Sheet, five levels were defined for mathematics content and problem solving.

In order to achieve this objective, five tests were developed to measure achievement at five levels of mathematics content. Students wrote the two tests that best matched their mathematics abilities as determined by a short preliminary test booklet.

Two booklets were developed for problem solving and each student answered one.

Since all students did not answer questions at the same level of difficulty, an average per cent correct cannot be used to compare achievement across provinces.

3) **Q. What score did students need to obtain in order to be assigned to a particular level?**

A. Students were assigned to the highest level at which they could answer at least 60 per cent of the questions correctly. For the content component, they also had to answer a specified number of questions correctly in each of the four areas of mathematics. These criteria varied from level to level depending on the actual number of questions in a particular area.

4) **Q. What are the expectations for student performance?**

A. This was the first cooperative testing project conducted by the provinces. The main objective of this project was to get agreement on the criteria to define achievement at each level and on the questions to be used. In this first round of testing, the provinces decided that expectations and standards would not be established prior to the release of results.

The following general guidelines may provide some assistance in interpreting results. Since levels 4 and 5 represent mathematics at the secondary level of schooling, 13-year-olds would not be expected to achieve at this level because most of those students are in Grade 8. Since levels 1 and 2 represent mathematics that most students will have studied by the end of Grade 7, it is reasonable to expect 13-year-old students to be successful at these levels.

5) **Q. How does the mathematics curriculum in Ontario compare with that in other provinces?**

A. Interprovincial comparisons of curriculum content were not included in this study. Each province reviewed the questions on the SAIP tests to determine where the questions were covered in the provincial curriculum. An analysis of this information will be provided in the Technical Report that will be available in March 1994. This will provide some information about the content of the curricula across provinces.

Ontario was instrumental in getting the curriculum issue back on the CMEC agenda. In September 1993, the provinces agreed to begin inter-provincial discussions on curriculum issues.

Information on curriculum comparisons will be available in 1995 from the Third International Mathematics and Science Study.

6) **Q. How do the results for Ontario compare with results in previous years?**

A. The only other mathematics test that provided comparative data for most of the provinces was the International Assessment of Educational Progress (IAEP) administered in 1991. The questions for the content component of the SAIP were similar to those used in the IAEP.

There has been some improvement in the Ontario results relative to the other provinces. The results for Ontario (French) showed a marked improvement between the IAEP and the SAIP. The results for Ontario (English) showed a slight improvement between the IAEP and the SAIP.

In the IAEP, the results for Ontario (French) were significantly lower than those for Ontario (English). The results for the two language groups in Ontario are very similar for the content component of the SAIP.

The provincial review of mathematics in Grade 8 conducted in 1990 also showed students in French-language schools achieving at significantly lower levels than students in English-language schools.

Both the ministry and the school boards developed and implemented action plans to improve mathematics instruction following the release of the results for these earlier tests. The ministry worked with schools boards to make French-language resources more accessible. Many school boards developed extensive teacher in-service programs and developed instructional materials.

7) **Q. What will be done to improve the results?**

A. The Ministry of Education and Training will work with its partners in education and with parents, students, business, and labour to determine what action must be taken to improve the learning of mathematics in Ontario. Provincial mathematics standards have been developed for Grades 3, 6, and 9.

Stakeholders and the education community will work together to develop strategies and an action plan to improve the mathematics skills of Ontario students. This will begin in early 1994 at a working session to be held over one or two days.

The ministry will work with school boards to develop assessment materials linked to the provincial mathematics standards for Grades 3, 6, and 9. These materials will assist teachers to evaluate and report student performance against the provincial standards.

The work that has been done in the past few years to develop materials for French-language schools will be continued.

The ministry will assess the Ontario curriculum and standards in relation to those in other provinces by reviewing the SAIP Technical Report and by participating in the CMEC Curriculum Comparability Project.

16-year-old students, they cover a broad range of knowledge and skills.

Students participating in the mathematics assessments will need an HB pencil and an eraser. They may use a ruler, a protractor and a calculator. Formula sheets and 'trig' tables will be provided.

Is the assessment really necessary?

A large number of Canadians believe that we need more information about how well students are doing.

The Ministers of Education are responding to parents, educators, ministry officials, and many other Canadians who want and need answers to questions such as:

- "How well do students in Canada solve math problems?"
- "Does the achievement of Canadian students change over time?"

We already have some provincial and territorial data, and some international comparisons, but there has been no Canada-wide study of student achievement.

The SAIP assessment will help fill in part of the picture about the achievement levels demonstrated by 13- and 16-year-old students across Canada, and about the extent to which skills and knowledge develop between ages 13 and 16.

The results will provide valuable information for decision makers to use as they plan for the future and take steps to improve our children's education.

♦♦♦

A Personal Note to Students

This assessment cannot succeed without your co-operation and support and that of your parents.

We want you to do your best. The information we gain from this assessment will help make a difference in the schooling that other students receive in the years ahead.

We thank each of you in advance for participating in this important program.

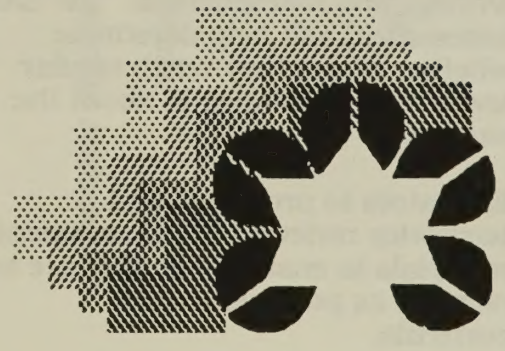
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THE SCHOOL ACHIEVEMENT INDICATORS PROGRAM (SAIP)

Information for Parents and Students

from the Council of Ministers of Education, Canada

1993 Mathematics Assessment



What is the School Achievement Indicators Program (SAIP)?

Canadians have long been interested in how well their education systems are meeting the needs of students and society. To provide information on this issue, the provinces and territories, through the Council of Ministers of Education, Canada, have developed the School Achievement Indicators Program (SAIP). A key part of this program will be a Canada-wide mathematics assessment of student achievement, to be conducted in April 1993. The reading and writing assessments will be administered in April 1994.

How can the SAIP develop a Canada-wide assessment when each province and territory has its own curriculum?

School programs differ from one part of the country to another. Making comparisons of results from these various programs is a complex task.

However, young Canadians in different provinces and territories learn many similar skills in reading, writing, and mathematics. The SAIP assessment will help determine whether or not they reach similar levels of performance at about the same age.

Educators in provinces and territories reviewed the assessment materials to ensure that they are as relevant as possible to their curricula.

Who will participate in the assessment?

A random sample of Canadian students who were 13 and 16 years old on August 31, 1992, will participate in the mathematics assessment.

Is the assessment a test?

The SAIP assessment is not a regular test or exam; the results will not affect an individual student's academic record in any way. Results will be reported for provinces and territories only, not for individual students, schools, or school jurisdictions. Students' names and the name of their school and school jurisdiction will not appear on the answer booklets.

What will participating students be asked to do?

Individual students will take part in either the assessment of mathematics content or mathematics problem solving.

The students will spend up to three hours answering questions and completing tasks to demonstrate their levels of performance. They will also fill out questionnaires that ask for related general background information.

The assessment materials will be available in both English and French.

Will the assessment be fair to students across Canada?

The questions and tasks were field-tested across Canada to help eliminate confusing or inappropriate ones. Teachers from across Canada reviewed the assessment materials as part of the field-testing process. Students were also given the opportunity to comment on the questions and tasks.

Educators in the provinces and territories reviewed all materials to ensure that they were free from cultural and gender bias and stereotyping.

Each assessment is designed to measure a range of abilities and to give all students an opportunity to show how well they can do. Some questions and tasks will be relatively easy for many students, while others may be relatively difficult.

How do students prepare for this assessment?

Schools will receive information bulletins describing the assessment well in advance of the administration date. These information bulletins will include sample questions. Teachers, parents, and students will be able to review the sample questions if they wish. But students will not be able to study for these assessment activities as they could for a school exam.

Because the assessments are designed for a wide range of 13- and

SCHOOL ACHIEVEMENT INDICATORS PROGRAM
MATHEMATICS ASSESSMENT

Summary of Ontario Results

The twelve charts included with this summary outline the key results for Ontario.

CHARTS 1 TO 8 show the performance of Ontario English- and French-language students. These charts also show the performance of Canadian students as a whole.

CHARTS 9 TO 12 show Ontario's results beside the results for other provinces and territories.

MARGIN OF ERROR

In the same way that the results of a public opinion poll are based on the opinions of a sample of people, the SAIP test results are based on a test given to a sample of students. This means that the results contain what statisticians call a *margin of error*. For example, Chart 1 shows the percentage of 13-year-olds at level 3 as 24 per cent for Ontario (English). The margin of error is 3.6 per cent. This means that the actual percentage would be between 20.4 per cent and 27.6 per cent, 19 times out of 20 if the testing program were repeated.

The margins of error are specified on each chart. They are also shown graphically by the bands at the top of each bar on the graphs. If the bands at the top of two bars do not overlap, the difference between the results represented by the two bars can be considered statistically significant.

The percentages in the charts do not always total 100 because some students who attempted the tests did not demonstrate the skills associated with level 1. Other students were exempted from the test because they were identified by their teachers as not capable of succeeding at level 1. The percentage of students in each of these categories is given below the charts.

Ontario results — Charts 1 to 8

- These charts show the performance of Ontario students by age (13- or 16-year-olds), language (English or French), and topic (mathematics content or problem solving).
- The results for mathematics content for 13-year-olds showed about one-third of the students at each of levels 1 to 3. The absence of 13-year-olds at levels 4 and 5 is consistent with the fact that most of the concepts and skills identified with these levels are not taught to 13-year-olds.

- The results for problem solving showed more students at the lower levels than there were for content. This is consistent with the fact that the questions at a given level for content tend to be taught at earlier grades than are the questions for problem solving at the same level. About 80 per cent of 13-year-old students were at levels 1 and 2. For 16-year-olds, about 50 per cent were at level 2, and about 20 per cent were at each of levels 1 and 3.

- The results for Ontario (English) were very similar to the results for Canada in both content and problem solving.

- The results for Ontario (French) were similar to those for Canada in content, but significantly lower than those for Canada in problem solving.

- The results for Ontario (French) were significantly lower than those for Ontario (English) only for problem solving at age 16.

Interprovincial Comparisons — Charts 9 to 12

- These charts show the total percentage of students **at or above level 2** for 13-year-olds and **at or above level 3** for 16-year-olds. These levels were chosen to illustrate interprovincial comparisons because most of the students at the given ages will have been taught the skills and concepts represented by these levels.

- There is no single, overall ranking of the provinces. A province may show better performance than other provinces in one category but rank lower in another category. For example, a province may have a relatively high ranking for the performance of its 13-year-olds in mathematics content, but a relatively low ranking for the performance of its 16-year-olds in problem solving.

- Also, in many cases, differences between provinces are not statistically significant. Provinces having results that are significantly different from those for Ontario are noted below.

- The results for Ontario relative to the other provinces showed improvement over the results for 13-year-old students in the 1991 International Assessment of Educational Progress (IAEP). The results for Ontario (French) showed a marked improvement, and the results for Ontario (English) showed a slight improvement. The difference between the results for Ontario (English) and Ontario (French) was much smaller for the content component of the SAIP than it was for the IAEP.

Content

- For content at age 13, only Quebec (French) and Quebec (English) had more students at or above level 2 than Ontario (English). Alberta and New Brunswick (French), in addition to Quebec, had more students at or above level 2 than Ontario (French).

- For content at age 16, only Quebec (French) had more students at or above level 3 than did Ontario.

Problem Solving

- For problem solving at age 13, only Quebec (French) had more students at or above level 2 than did Ontario (English). Three provinces had more students at or above level 2 than did Ontario (French): Alberta, British Columbia, and both French and English students Quebec.

- For problem solving at age 16, there were no provinces that were significantly different from Ontario (English) at or above level 3. Five provinces had more students at or above level 3 than did Ontario (French): Alberta, British Columbia, Manitoba (French), Nova Scotia, and Quebec (French).

- Only the Northwest Territories had results significantly lower than Ontario.

Gender Differences

Canada

- For mathematics content, there were no differences in achievement for males and females at age 13; there were a few more males at level 4 for age 16.

- For problem solving, there were equal numbers of males and females at level 1, but there were more females at level 2 and more males at levels 3 and 4.

Ontario

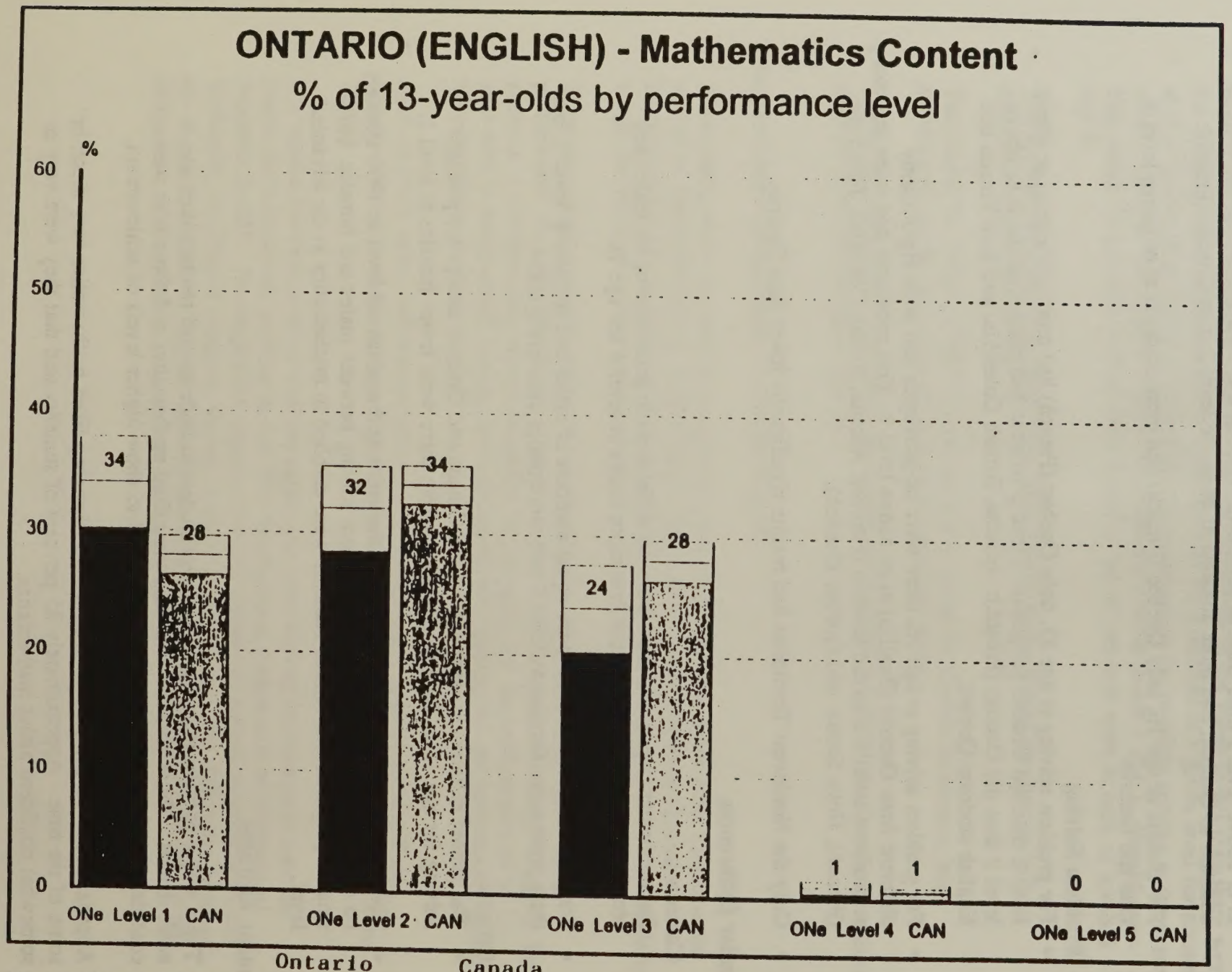
- The gender differences were similar for Canada and Ontario, except for problem solving for age 13 in Ontario (French), where there were fewer females at level 1.

- The provincial review of Grade 12 mathematics at the advanced level in 1990 showed no differences in achievement in problem solving between males and females, but a smaller proportion of female students were enrolled in mathematics at the advanced level.

Student Attitudes

- There was a positive relationship between student attitude toward mathematics and achievement. Those students who said they liked mathematics and those who were confident in their mathematics ability tended to show higher levels of achievement.

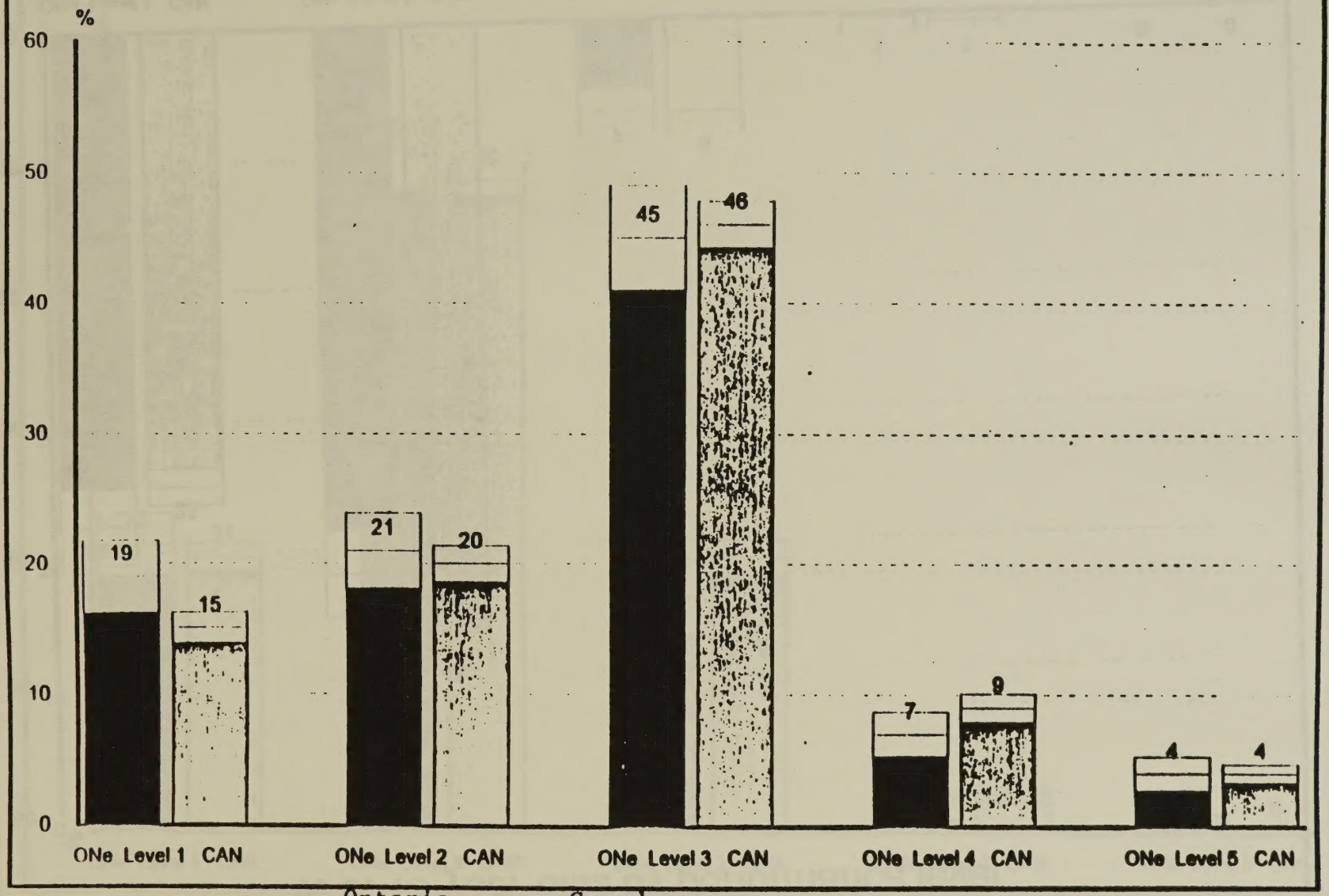
- Approximately 70 per cent of students said that they liked mathematics very much or some of the time. Approximately 85 per cent of students said that they were very or somewhat confident about mathematics.



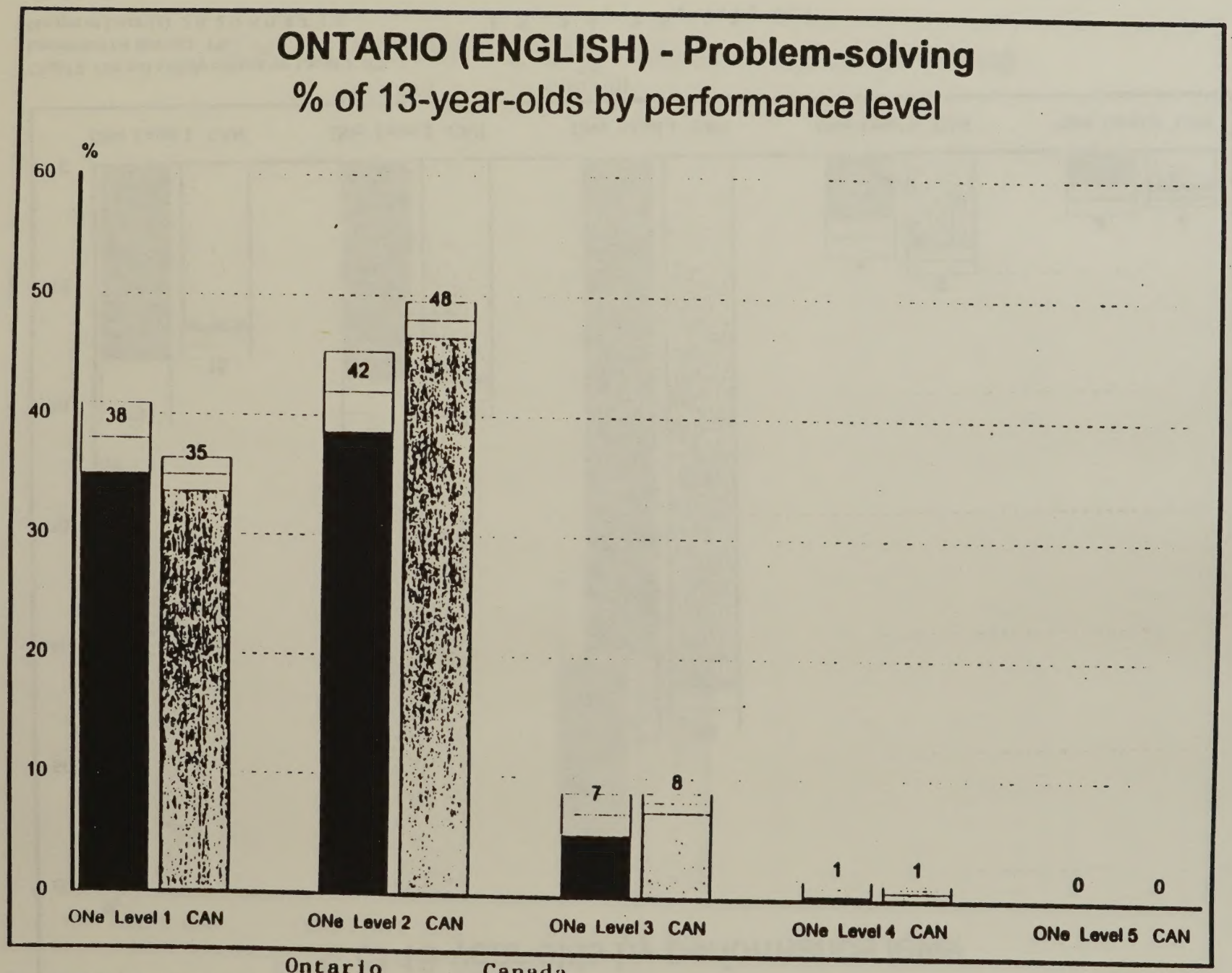
	Ontario	Canada
Chart 1. Did not satisfy criteria for Level 1: 9%.	6%	
Exempted by teacher: 2%.	2%	
Margin of Error (±): 3.8, 3.5, 3.6, 0.5, 0.0	1.6, 1.6, .1.7, 0.2,0.0	

ONTARIO (ENGLISH) - Mathematics Content

% of 16-year-olds by performance level



	Ontario	Canada
Chart 2. Did not satisfy criteria for Level 1:	4%	3%
Exempted by teacher:	1%	2%
Margin of Error (±):	2.8, 2.9, 4.0, 1.7, 1.3	1.2, 1.4, 1.8, 1.1, 0.7



	Ontario	Canada
Chart 3. Did not satisfy criteria for Level 1:	9%	7%
Exempted by teacher:	3%	2%
Margin of Error (±):	2.9, 3.3, 1.7, 0.6, 0.0	1.4, 1.5, 0.8, 0.2, 0.0

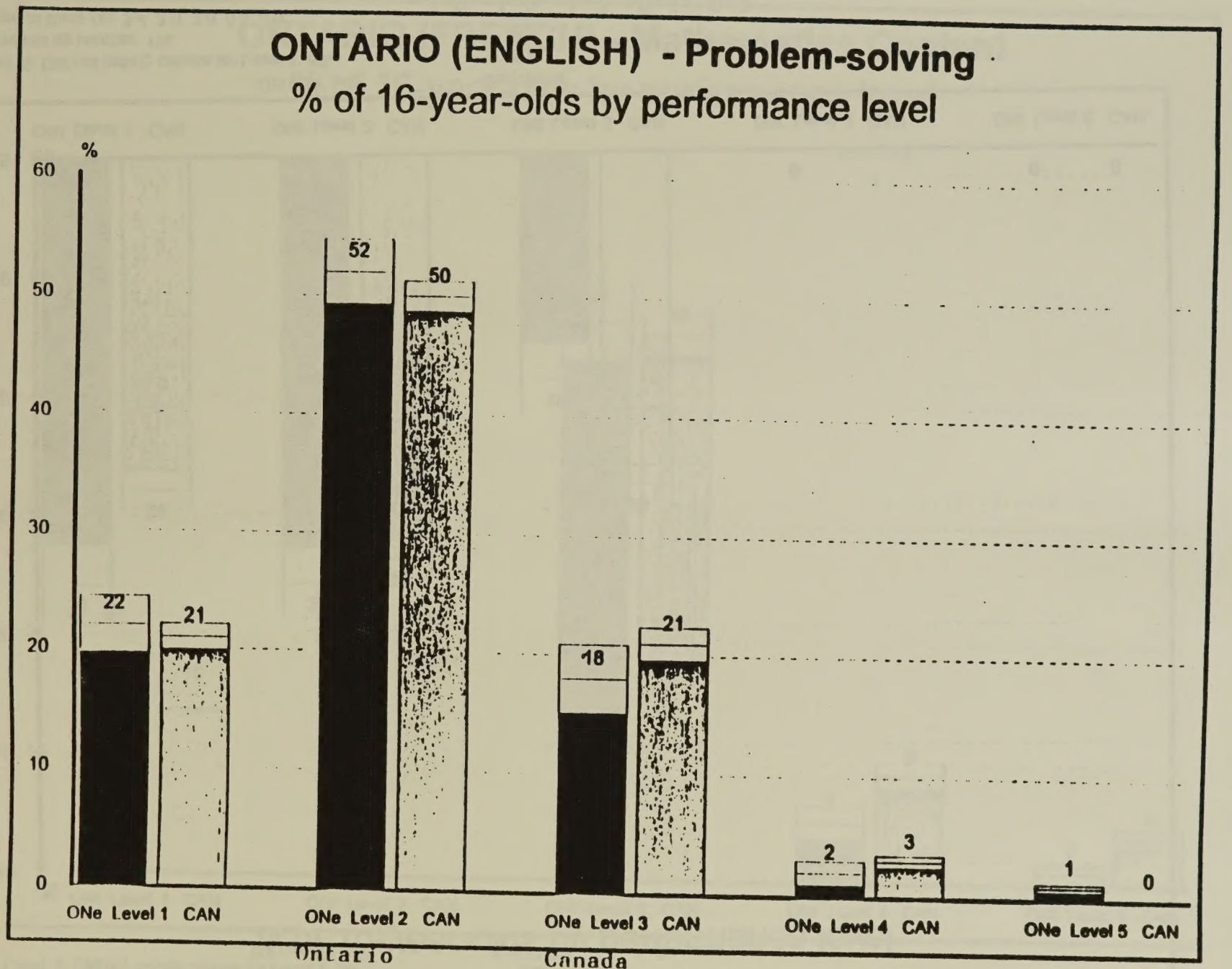
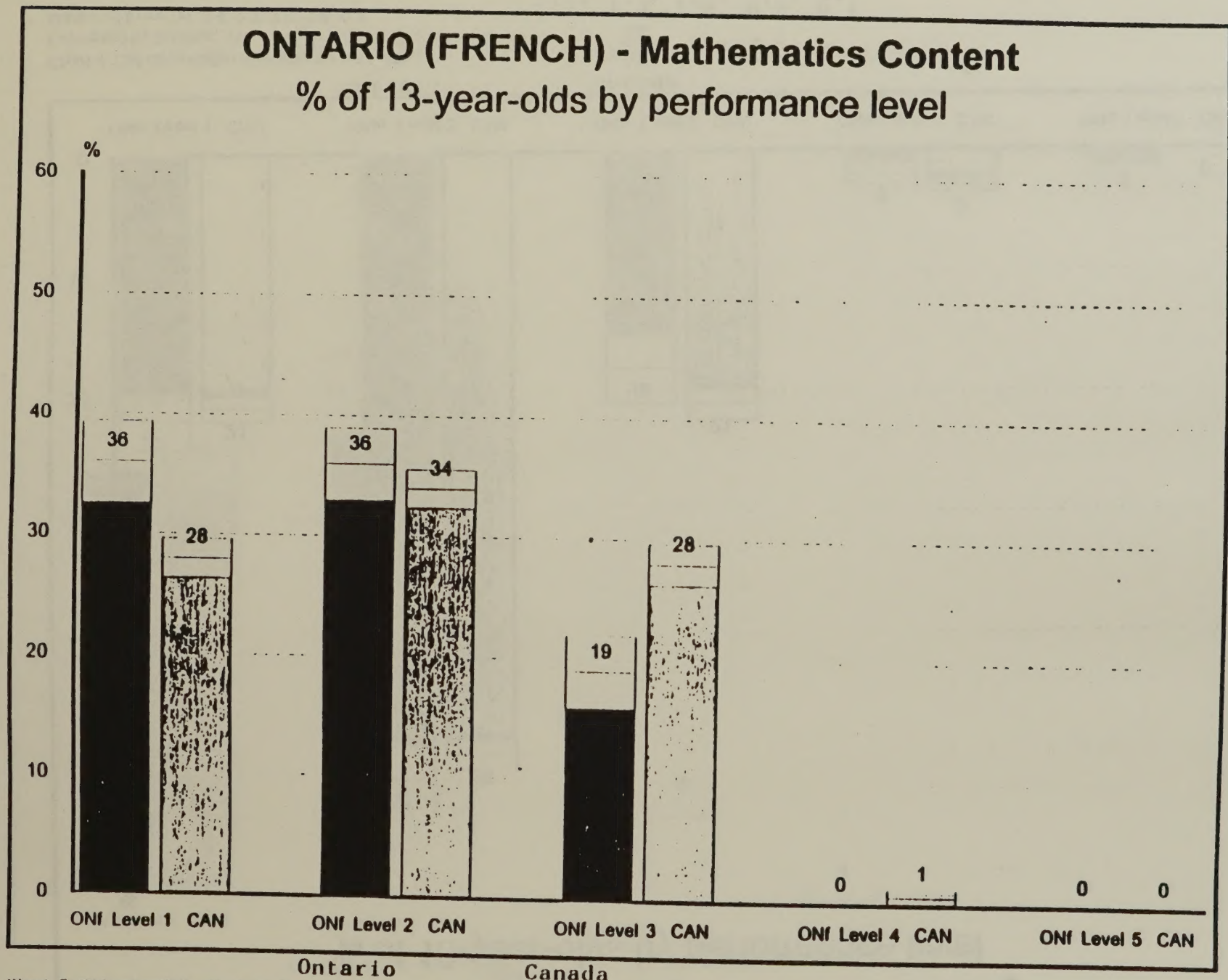
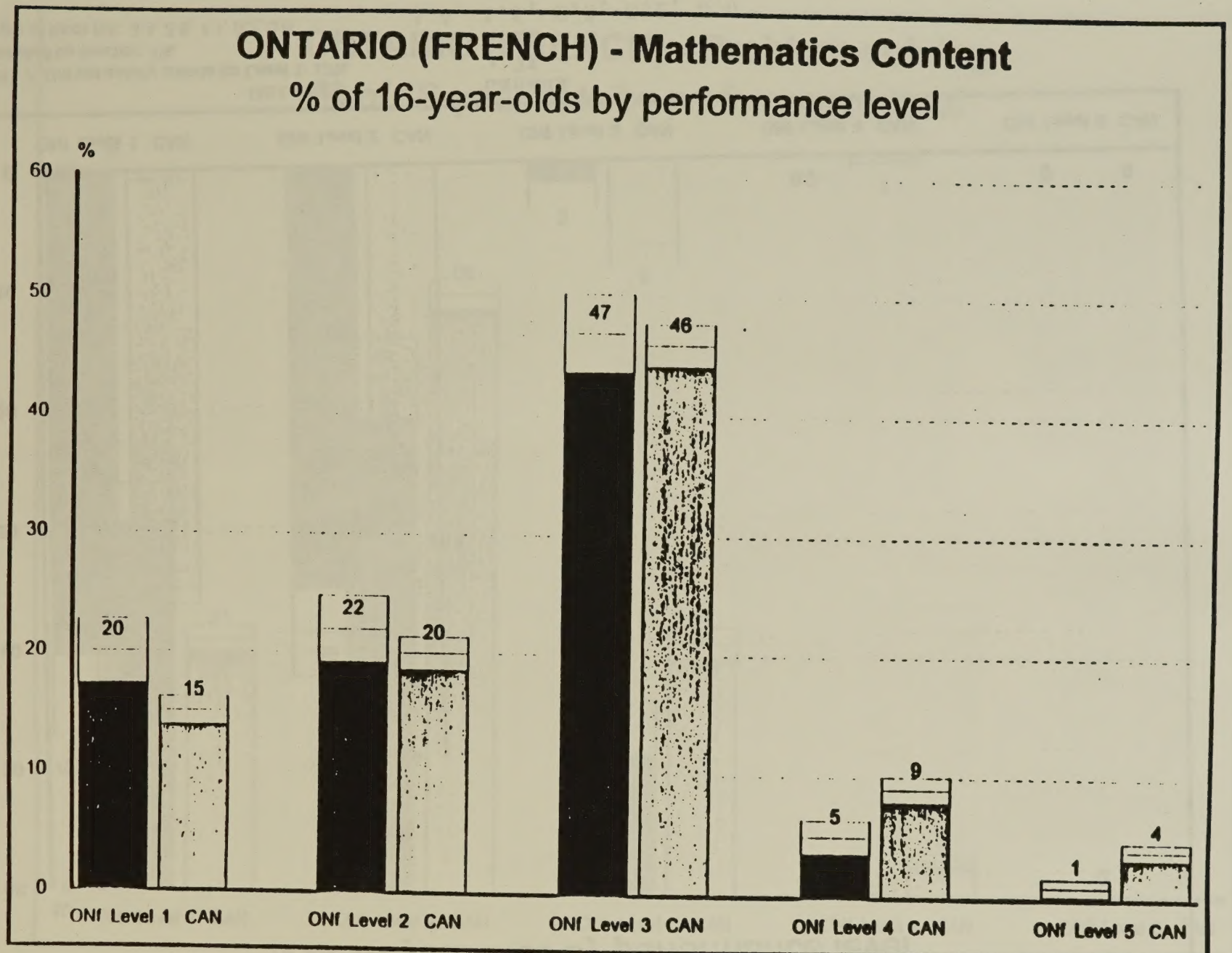


Chart 4. Did not satisfy criteria for Level 1: 5%.
Exempted by teacher: 1%.
Margin of Error (±): 2.4, 2.7, 2.9, 1.0, 0.3

	Ontario	Canada
	4%	
	2%	
	1.1, 1.3, 1.4, 0.5, 0.1	



	Ontario	Canada
Chart 5. Did not satisfy criteria for Level 1:	8%	6%
Exempted by teacher:	1%	2%
Margin of Error (±):	3.4, 3.0, 3.0, 0.3, 0.0	1.6, 1.6, 1.7, 0.3, 0.0



	Ontario	Canada
Chart 6 Did not satisfy criteria for Level 1: 5%.	3%	
Exempted by teacher: 1%.	2%	
Margin of Error (±): 2.7, 2.8, 3.3, 1.4, 0.7	1.2, 1.4, 1.8, 1.1, 0.7	

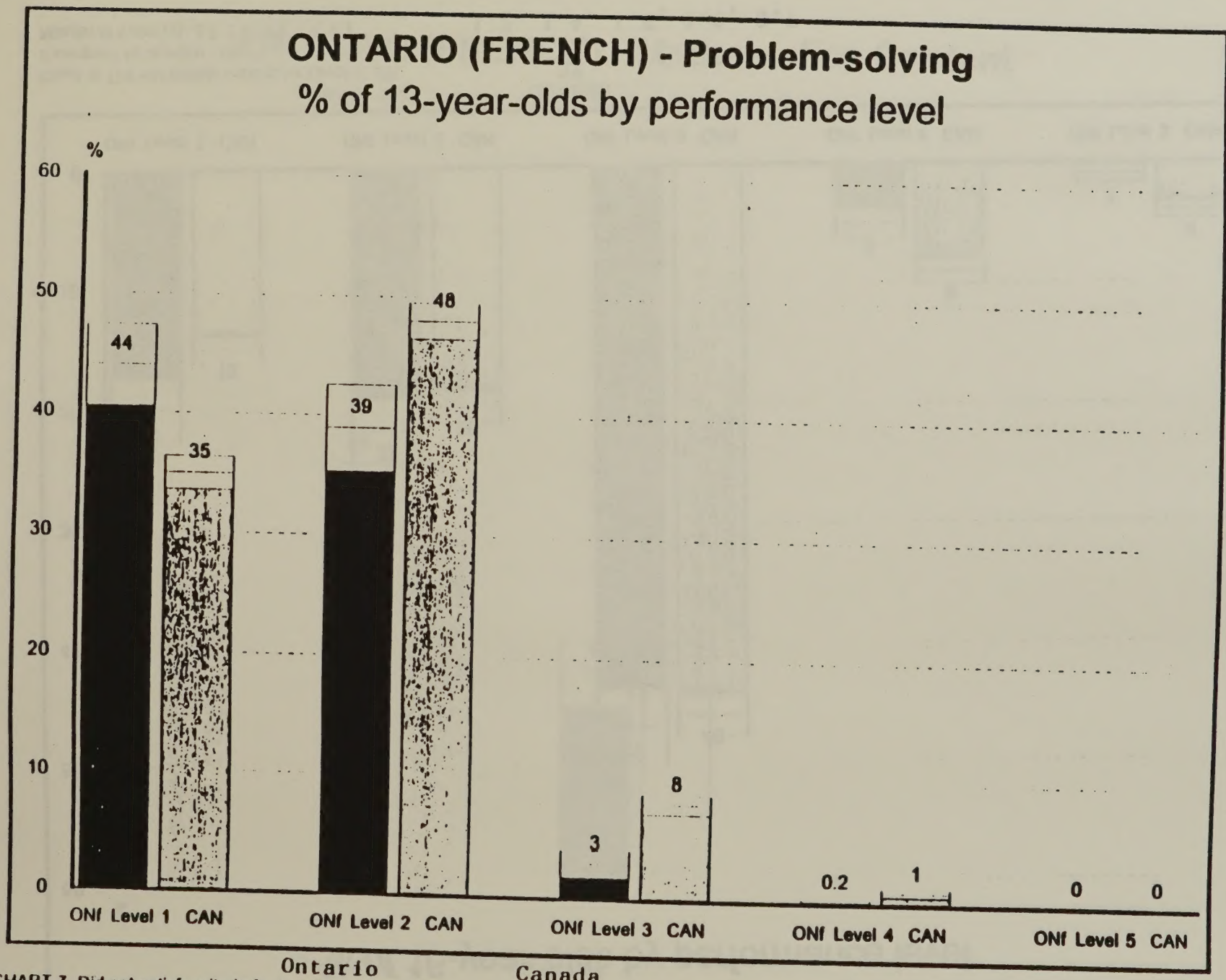


CHART 7. Did not satisfy criteria for Level 1: 13%.
Exempted by teacher: 1%.
Margin of Error (±): 3.4, 3.6, 1.1, 0.2, 0.0

Ontario
13%
1%
3.4, 3.6, 1.1, 0.2, 0.0

Canada
7%
2%
1.4, 1.5, 0.8, 0.2, 0.0

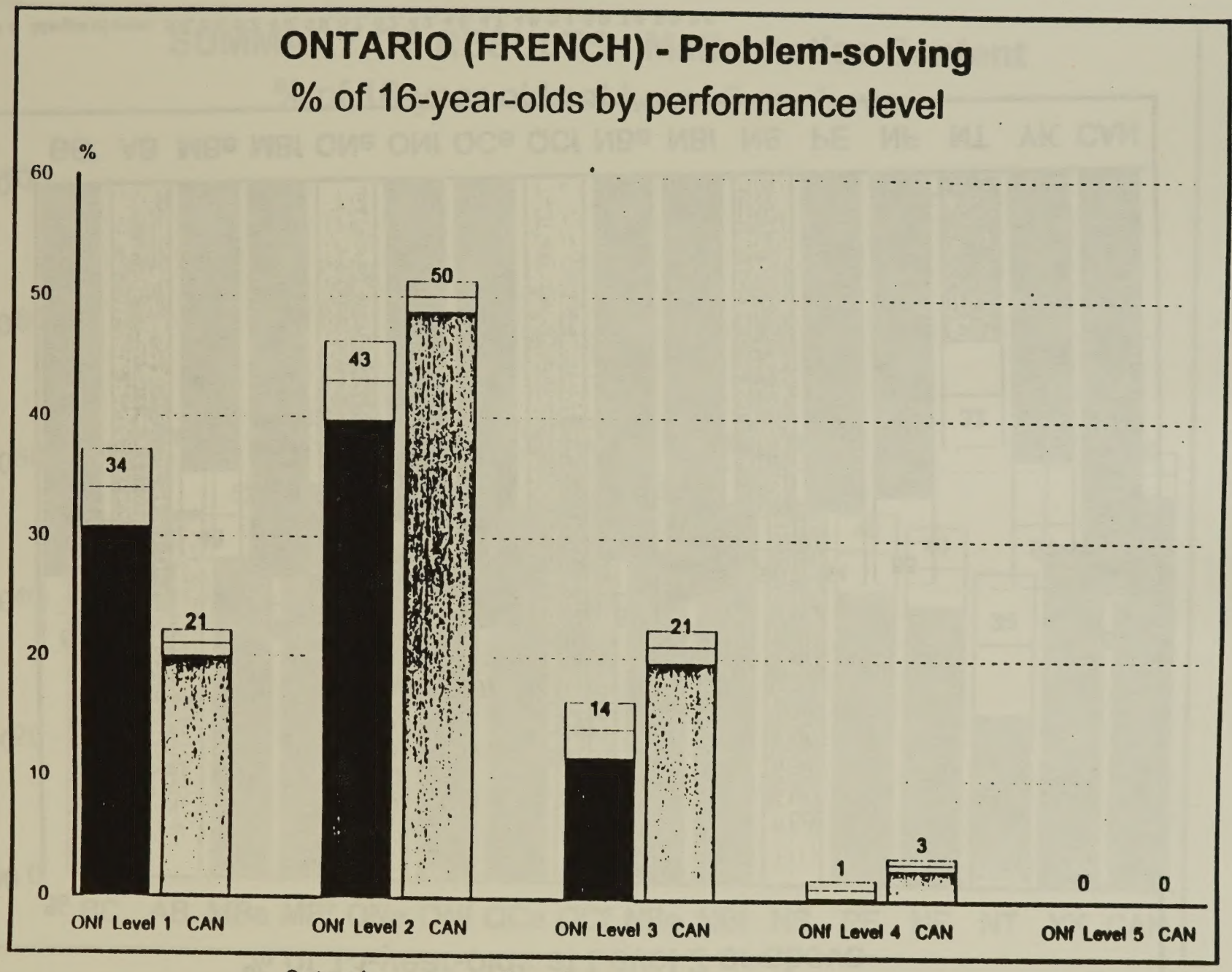


CHART 8. Did not satisfy criteria for Level 1: 8%.
Exempted by teacher: 1%.
Margin of Error (±): 3.2, 3.3, 2.3, 0.7, 0.0

	Ontario	Canada
	4%	
	2%	
	1.1, 1.3, 1.4, 0.5, 0.1	

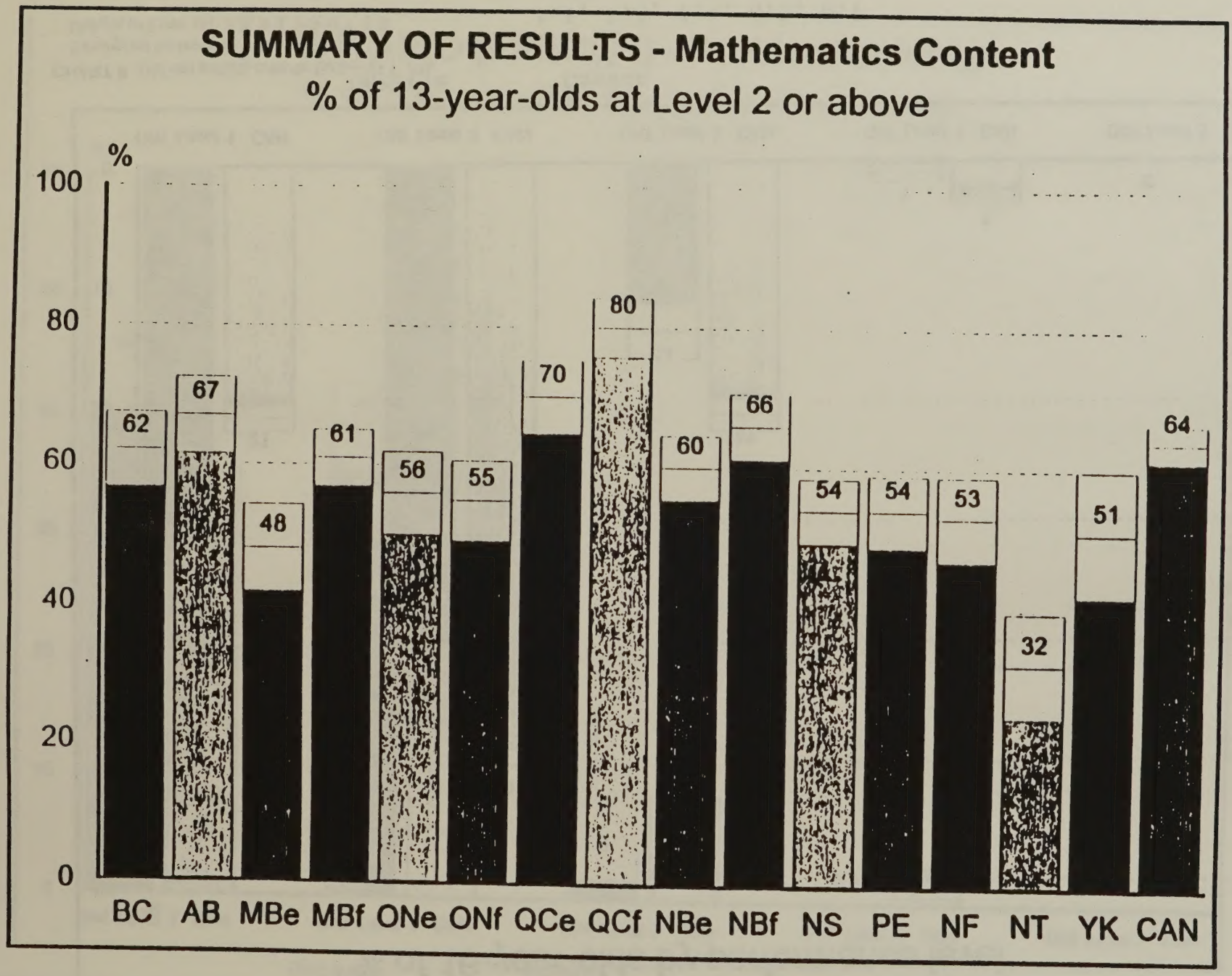


CHART 9 Margin of error: 5.3, 5.5, 6.2, 4.0, 5.9, 5.7, 5.2, 4.2, 4.6, 4.7, 4.6, 5.1, 6.0, 7.6, 9.0, 2.6

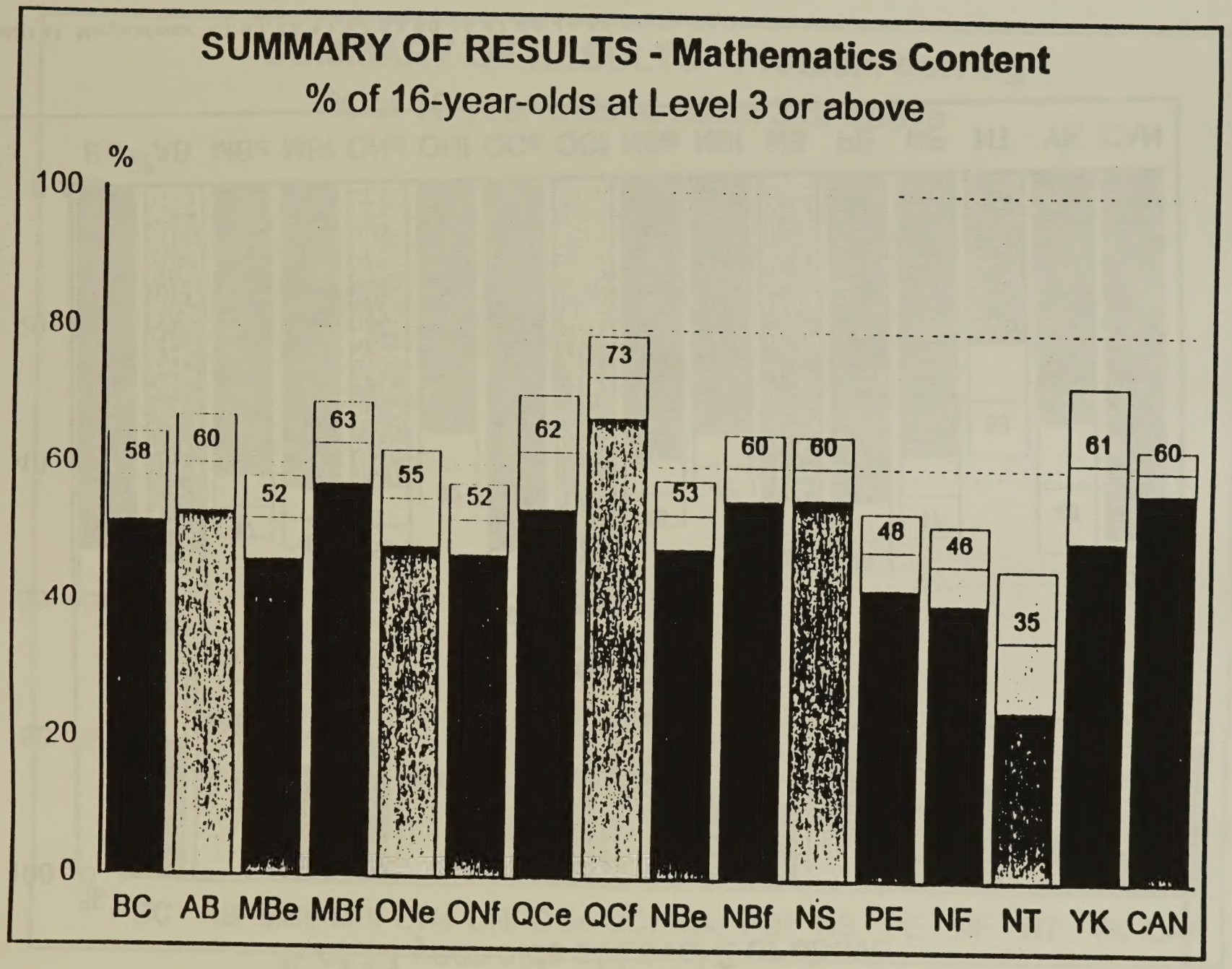


CHART 10. Margin of error: 6.4, 7.0, 6.0, 6.0, 7.0, 5.1, 6.3, 6.0, 4.9, 4.8, 4.6, 5.6, 5.8, 10.4, 11.3, 3.2

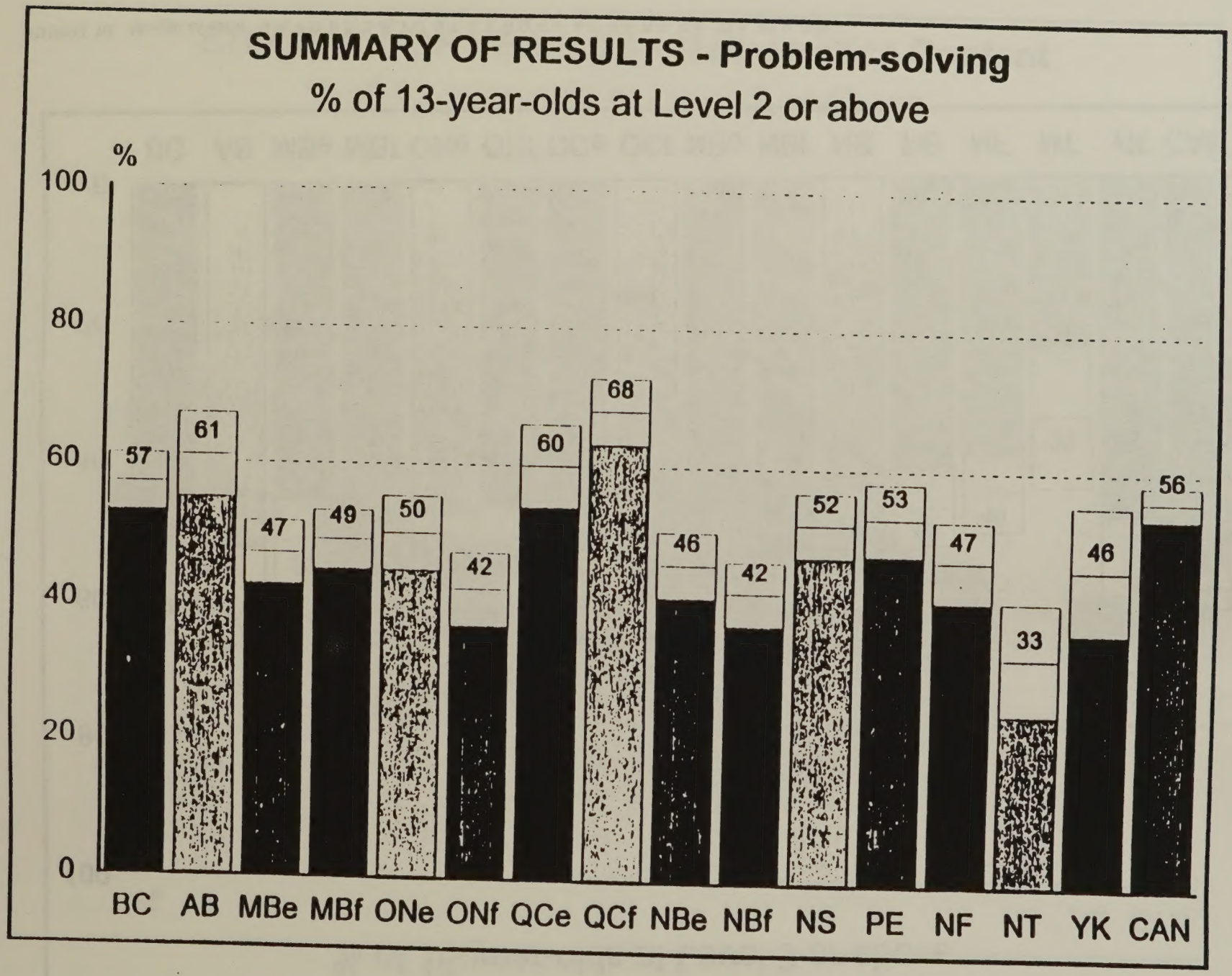


CHART 11. Margin of error: 4.1, 6.1, 4.5, 4.1, 5.3, 5.3, 6.0, 4.8, 4.7, 4.6, 4.6, 5.2, 5.8, 8.2, 9.2, 2.4

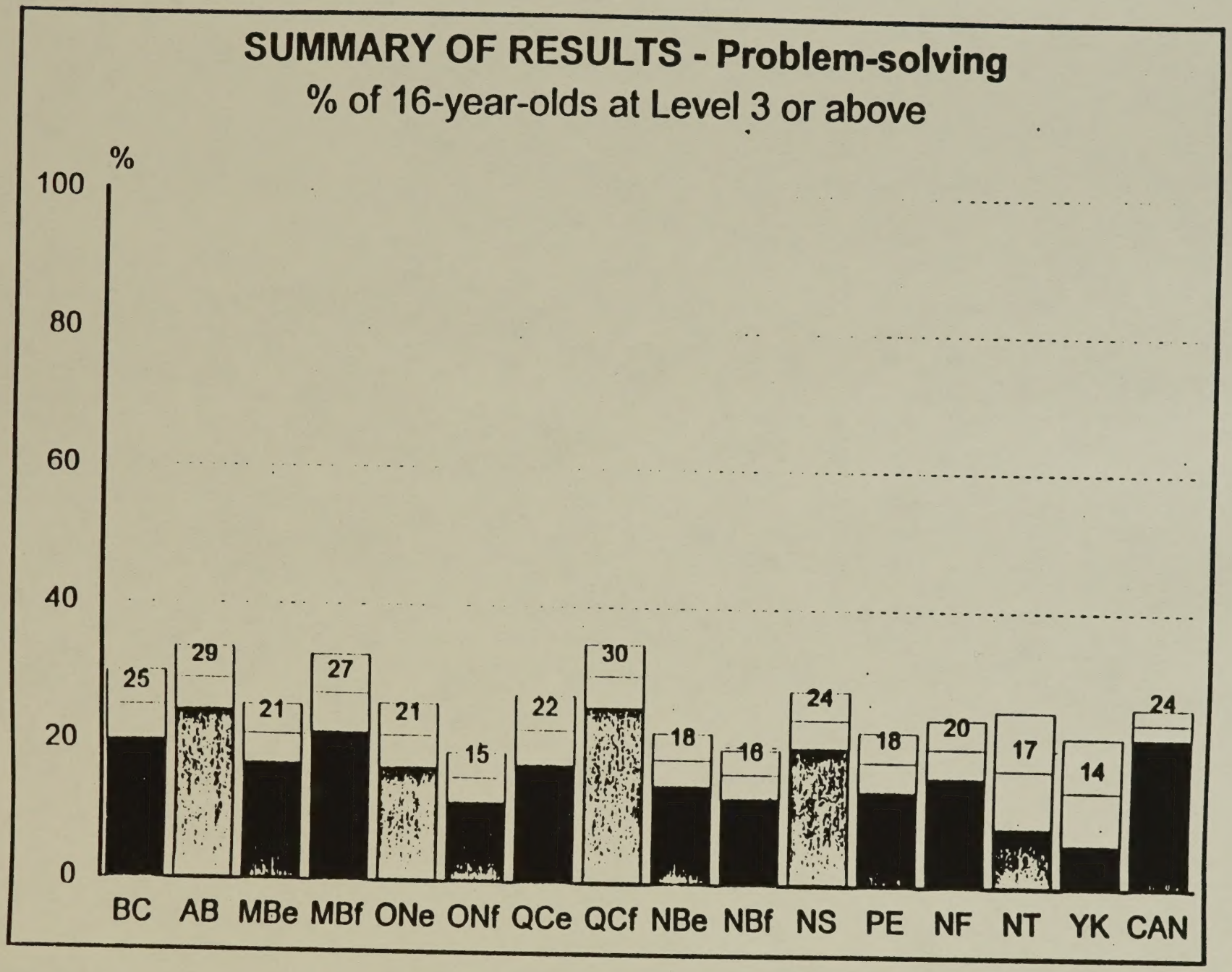
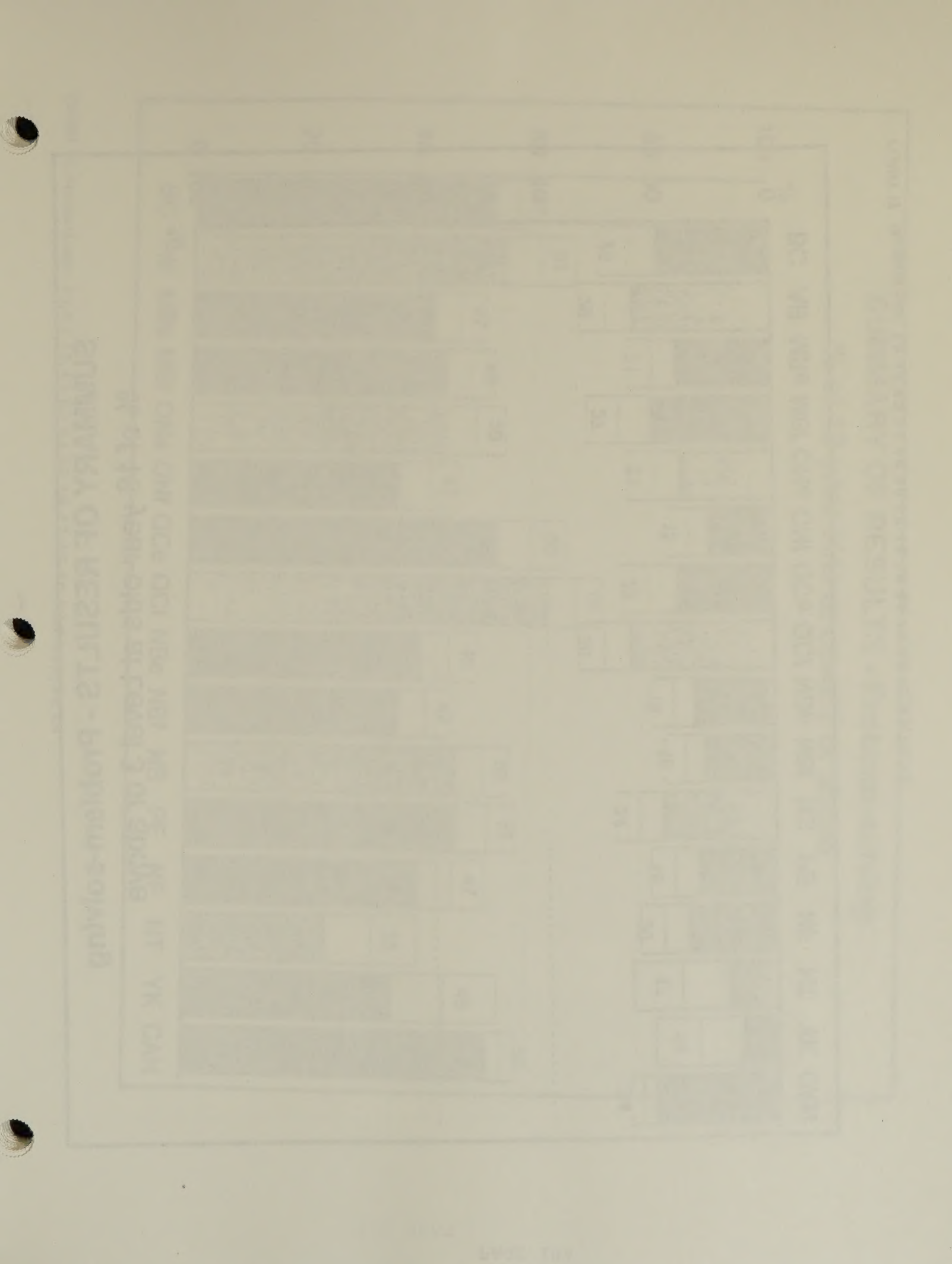


CHART 12. Margin of error: 5.0, 4.6, 4.2, 5.6, 4.6, 3.6, 5.0, 4.6, 3.8, 3.5, 4.1, 4.3, 4.2, 6.5, 7.8, 2.2



Date: 1993 04 12

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program
G. D. Knill, Co-ordinator of Mathematics

Re: Provincial Standards: Mathematics 3, 6, and 9

Report: Information

Background

In December 1993 the Provincial Standards: Mathematics Grades 3, 6, and 9 document was released.

The document was revised as a result of the input received during the validation process in 1992-93. In February 1993 the Hamilton Board validation response was approved by the trustees and forwarded to the Ministry of Education.

The document provides standards of performance in mathematics for the end of Grades 3, 6 and 9. Hamilton mathematics courses will be revised by 1996 to comply with the Standards as part of the Common Curriculum implementation plan.

Assessment materials will be provided by the Ministry of Education and Training to support the implementation of the Standards. To date there has been no correspondence from the Ministry of Education and Training regarding timelines for development of these materials.

Issue

To share information about the Provincial Standards: Mathematics Grades 3, 6, and 9 with trustees.

Recommendations

That the report: on Provincial Standards: Mathematics Grades 3, 6, and 9 be received for information.

Rationale

The document, Provincial Standards: Mathematics Grades 3, 6, and 9 is included in Appendix I.

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AGENDA

PROGRAM COMMITTEE

1994 05 10

URBAN M... L...
MAY ...
GOVERNMENT DOCUMENTS

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Update – Athletes Helping Athletes **Pages 1 to 6**

2. Policy Statement and Action Plan for the Literacy Across the Curriculum JK – OAC – To be deferred to 06.94

NEW BUSINESS:

1. Interim Report re Regional Child Nourishment Task Force – Trustee Bishop **Pages 7 to 15**

2 Tri–Board Family Violence Prevention Project – Annual Update **Pages 16 to 25**

Letter from Home and School regarding the 1994 02 03 Program Committee Meeting (referred at 1994 04 21 Board) **Page 26**

4. Boundaries – Access to Programs in Secondary Schools – Requested by Trustee Hill

5. Report of the Child Care Committee **Pages 27 to 32**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Implementation of the Common Curriculum – Grades 1–9 **Pages 33 to 67**

2. Date for the Report on the Evaluation of the Pilot Student Health Centre

3. Process and Implementation of Board Policy – Requested by Trustee Rodgerson

NEW BUSINESS:

1. Implementation of Growing into Language – Annual Update **Pages 68 to 70**

Lunchroom Program – Requested by Trustee Cunningham

1994 05 10

To: Chairman and Members,
Program Committee
Hamilton Board of Education

From: N. Nicholls, Superintendent of Schools

Re: Athletes Helping Athletes

Classification: Information Update

Background:

During the 1992-93 school year, "Athletes Helping Athletes", an organization originating in New York State, established the first Canadian program in Hamilton "Varsity and professional athletes work with secondary and primary school athletes to promote positive life skills, an appreciation of education and the benefits of being involved." In May, 1993 an initial presentation was made to the Board to introduce the organization and explain the potential impact on our students - elementary, secondary and graduate. At that time, the official launching ceremony had just recently occurred. AHA brings to-gether professional, university, college and secondary athletes to be trained as positive mentors and role models for younger aspiring athletes. The purpose is to encourage, through modeling, healthy attitudes and habits that will inspire student athletes to develop positive behaviours and skills for life.

Founding Funding Partners:

Canadian Centre for Drug-Free Sport
Employment and Immigration Canada
(Stay-In-School Initiative)
Nesbitt Thomson Inc.
Stirling Print-all
Hamilton Foundation

Founding Partners

I.E.C.
Hamilton Board of Education
Halton-Wentworth Catholic School Board
Wentworth County Board of Education
McMaster University
Mohawk College
Hamilton Public Library

Issue:

To share information concerning Athletes Helping Athletes.

Recommendation:

1. That this report be received for information.

2. After an evaluation is completed, a further report will be brought back to the Program Committee.

Rationale:

- AHA will become an "umbrella" model for a wide-ranging series of student/athlete leadership programs.
- The partnership between professional/amateur and student athletes at all levels will become a model program worthy of replication in other Canadian communities.
- AHA Canada was officially launched March 31, 1993 in Hamilton **(appendix A)**
- Program has support and involvement from CIAU, IEC, Hamilton Tiger-Cat Football Club **(appendix B)**
- Mission statement and goals are established. **(appendix C)**
- Seven objectives guide the planning. **(appendix D)**
- An evaluation component developed through Fair Play Program Sports Canada is almost completed.
- A Resource Manual is being developed.
- In August, 1993, the first International AHA Student Leadership Conference was held at McMaster.
- In-school AHA component launched at Barton S.S., September 21 and Scott Park S. S., September, 15, 1993.
- Multi-media presentation "Higher Ground" was enthusiastically received by both schools in October, 1993.
- A celebrity Golf Tournament and Auction will be held June, 1994, hosted by Harry Howell and Pat Quinn.
- Several Hamilton graduates are now serving at the Varsity AHA working with our schools. Leadership training for these athletes has been on-going throughout the year.
- An evaluation of the initial year is expected to be completed, Fall 1994.

Appendices:

A - Initial brochure to launch the official opening.

B - Fact Sheet for AHA.

C - Mission Statements and Goals for the Organization.

D - 7 objectives derived from the Goals.

WHAT IS THE STUDENT/ATHLETE LEADERSHIP PROGRAM?

Athletes Helping Athletes (AHA) in Hamilton-Wentworth is modelled after a similar program in Long Island, New York, and is co-sponsored by the Industry-Education Council and the Hamilton Tiger-Cat Football Club.

AHA conducts the Student/Athlete Leadership Program that teaches selected secondary school student-athletes the importance of being role models. It trains them to make presentations to elementary school students, based upon major themes such as the importance of staying in school and of avoiding substance abuse.

It's impressive to see professional, amateur and varsity athletes make a commitment to their community and become involved in this program. Our youth need positive role models who can develop a personal rapport and mutual respect. Our schools need this type of community support on an on-going basis to help young people to become caring and contributing citizens.

Bob Philip, Executive Director

We welcome this opportunity to be a co-sponsor of a community-based program that clearly emphasizes that participation in sports and getting an education are two of the important choices that youngsters can make to develop essential life skills, a healthy lifestyle and future career potential.

John Michaluk, President, Tiger-Cats.

THE "PRIDE" MESSAGE:

P stands for **Positive Mental Attitude.** Believe in yourself and have confidence in what you can accomplish.

R stands for **Respect.** It's important to give and earn respect from everyone in your life, including your parents, your teachers and your friends.

I stands for **Intelligent Decision Making.** Making intelligent choices now will improve your future. The most important choice you can make is to stay in school.

D stands for **Dreaming Dreams and Goal Setting.** Visualize your dreams. Set realistic goals for your short-term and long-term future.

E stands for **Effort in Education.** Education provides you with the tools to achieve your dreams. Effort and determination are the keys to your success.

HAVE PRIDE IN YOURSELF — STAY IN SCHOOL.

Used with permission of the NBA.

A COMMUNITY BASED STUDENT ATHLETE LEADERSHIP PROGRAM

Athletes HELPING Athletes

Developed in Hamilton-Wentworth by the Industry-Education Council in co-operation with AHA, Inc.

Appendix B

ATHLETES HELPING ATHLETES

STUDENT-ATHLETE LEADERSHIP PROGRAM

FACT SHEET

WHAT IS IT?

ATHLETES HELPING ATHLETES (AHA) is a non-profit organization comprised of professional, amateur and varsity athletes, and representatives from education, business and the community-at-large, who have joined together to train secondary school athletes to present a positive message to elementary school students.

THE MESSAGE

The AHA message is *"motivational by example."* In recounting their own experiences and accomplishments the athletes make the students aware of the importance of staying in school and the dangers of substance abuse and drinking and driving. The presentations emphasize such topics/themes as:

- Positive mental attitude
- Respect for oneself and others
- Intelligent decision making and choices
- Dreaming dreams and goal setting
- Effort in education

THE PHILOSOPHY

When young people are in elementary school, they develop attitudes, habits and values that will influence the major decisions of their lives. Will they develop habits for punctuality and regular attendance? Will they attempt to cheat the system, or will they develop values of fair play and honesty?

AHA feels that by promoting participation in athletics, young people will acquire the lifeskills to make intelligent decisions throughout life. High profile athletes who will be good role models for students, will be mobilized to have a positive influence on their **attendance, attitudes and achievement.**

THE GOALS

- To impart information to youth and their parents on the importance of staying-in-school to graduation.
- To focus public attention on the importance of instilling values about the true meaning of sports or athletic participation.
- To mobilize community stakeholders in the private, non-profit and public sectors to contribute to the development and extension of the program and to the public awareness campaign.
- To improve the image of athletes at all levels and promote the positive aspects of participation in extra-curricular activities, such as sports.
- To identify and communicate to young people, the life skills acquired through participation in athletics and how they can be transferred to everyday life experiences.
- To teach through practical applications, lifeskills such as public speaking and listening, teamwork and leadership skills.
- To promote improved attendance, attitudes and achievement.

CORPORATE SPONSORS

PANASONIC

NESBITT THOMSON INC.

TIGER-CAT FOOTBALL CLUB

PRIMARY FUNDERS

STAY IN SCHOOL
L'ÉCOLE AVANT TOUT

Employment and Immigration Canada

Government of Canada
Minister of State for Youth

Gouvernement du Canada
Ministre d'État à la Jeunesse

CENTRE CANADIEN SUR LE DOPAGE SPORTIF

CANADIAN CENTRE FOR DRUG-FREE SPORT

Appendix C

GOALS

All organizations must have a clear vision of what they hope to accomplish against the objectives that they have set for themselves.

AHA has begun by developing a MISSION STATEMENT.

AHA's mission is to develop a sport-mentoring program which promotes, through athletic participation, the development of positive attitudes and a healthy lifestyle in young people in our community.

In order that we might answer the mission statement with positive action we have set the following four goals:

1. To promote the value of getting an education and getting involved in extra-curricular activities.

2. To demonstrate the importance of making positve choices and developing inner convictions about personal decisions.

3. To foster the development of positive attitudes and leadership skills.

4. To promote the values of fair play and honesty.

As we strive to accomplish these goals, we fully expect that elementary school students will continue involvement with AHA in secondary school.

Appendix D

OBJECTIVES

AHA's ambassadors and role models for students will be successful and committed leaders in both varsity and professional sports. These are individuals whose opinions will be credible, and whose stories will be fascinating.

The AHA program has been structured around the following set of objectives:

1. to impart information to youth and their parents on the importance of staying in school to graduation.

2. to promote improved attendance, attitudes and achievement.

3. to identify and communicate to students, the life skills acquired through participation in athletics and other extra-curricular activities, and the means by which they can be transferred to everyday life experiences.

4. to improve the image of athletes at all levels of education and pro mote the positive aspects of participation in extra-curricular activities.

5. to teach through practical applications, life skills such as public speaking, teamwork, goal-setting, and leadership skills.

6. to focus public attention on the importance of instilling values about the true meaning of sport and athletic participation.

7. to mobilize community stakeholders in the private, non-profit and public sectors to contribute to the development and extension of the program and to the public awareness campaign.

A broad range of topics will come into play in the process of working with, and presenting to, young people. Certainly, high on the priority list will be the dangers of alcohol and substance abuse.

REGION OF HAMILTON-WENTWORTH

- RECOMMENDATION -

DATE: April 26, 1994

REPORT TO: Chairman and Members
Health and Social Services Committee

FROM: Dr. Fran Scott
Medical Officer of Health
Department of Public Health Services

Michael J. Schuster
Commissioner of Social Services
Department of Social Services

SUBJECT: ***Regional School Child Nourishment Task Force - Interim Report (HEA-94-042)***

RECOMMENDATION:

a) That the "Regional School Child Nourishment Task Force - Interim Report (HEA-94-042)" attached herewith as Appendix A, be received;

b) That the above-named report be forwarded to all Boards of Education for information.

Fran Scott, MD, CCFP, FRCP, MSc,
Medical Officer of Health.

Michael J. Schuster,
Commissioner of Social Services.

BACKGROUND

At its regular meeting on September 8th 1992, Regional Council approved the establishment of the Regional School Child Nourishment Task Force. Since that time, the Task Force has met on a regular basis and we are now bringing forward the attached progress report with the above recommendations.

Attachment.
Prepared by: Anne Louise Heron, Public Health Nutritionist,
Ann Scott, Planning & Policy Development Officer.

REGIONAL SCHOOL CHILD NOURISHMENT TASK FORCE

INTERIM REPORT
April 1994

BACKGROUND

At their June 19, 1992 meeting Health and Social Services Committee directed staff of the Department of Public Health Services to prepare a report outlining information on school food programs available through the Department of Public Health Services.

Representatives from the Department of Public Health Services, in their work with school personnel, have determined that many children are inadequately nourished. Other contacts in the community, such as community support agencies have confirmed a disturbing degree of chronic deprivation among school children and youth in this Region. In addition, emergency food providers in this community have seen an increasing number of families with children among the requests for assistance with food.

In September 1992, the Regional Health and Social Services Committee approved recommendations in a joint report from the Departments of Public Health Services and Social Services, endorsing the establishment of a Regional School Nourishment Task Force.

The Regional School Child Nourishment Task Force has been meeting since March 1993. Its mandate is to:

- assess the need for and the current availability of school nourishment programs in the Region
- make recommendations regarding school-based nourishment programs in the Region
- promote the development of healthy food and nutrition policies in schools and community centres
- identify opportunities for funding partnerships with local businesses, farms and community groups
- communicate the results of their work to Regional Council through Health and Social Services Committee, the local Boards of Education, the Ministry of Health, the Ministry of Community and Social Services, the Ministry of Education, local members of Provincial Parliament, Association of Municipalities of Ontario, and other constituencies as deemed appropriate through the work of the Task Force (Appendix I: Full membership list).

Interpretation of the mandate:

The name of the Task Force has been changed from the School Nourishment Task Force to the School *Child* Nourishment Task Force since nourishment of school children is the concern.

The term "child" includes all elementary and secondary school students.

In the work of this Task Force "hunger" is defined as the mental and physical condition that comes from not eating food often enough and/or in sufficient quantity. Hunger can be experienced everyday and several times a day.

"School-based nourishment programs" is interpreted as programs to nourish school students. These programs could be operated from sites outside the school facility.

Nourishment of school children is viewed as an issue for which the entire community must take some responsibility.

IDENTIFICATION OF ISSUES

Early meetings of the Task Force quickly moved from discussion of the broader issues of poverty, and the scope of poverty in Hamilton-Wentworth, to the more specific focus of local need among elementary and high school students for adequate nourishment. Several general areas of concern were identified:

i) Funding - need to explore resources, establish partnerships

ii) Program Models - explore components of successful programs and to provide a framework for designing "best fit" model(s)

iii) Needs Assessment - develop a more comprehensive picture of the needs in the Region.

iv) Public Education - to promote better understanding of the issue of hunger generally and the impact of hunger on learning.

The Task Force determined that a needs assessment would be given priority, and the first of three working groups was formed to begin the work of establishing a clearer picture of how the various communities in our Region are responding to the issues of hunger, and the depth of the need for organized food programmes.

In total, three sub-committees have evolved through the work of the Task Force: Needs Assessment, Program Models and Funding.

Public Education, continues to be discussed at the full Committee level. Although the need for broader awareness of the issues of hungry school children has been identified, the Task Force remains in the planning stages of what appears to be a huge task.
The impact of hunger on learning is the issue at the core of the public education activities. School children need to be "ready to learn". Teachers report that hungry children are less physically active, less attentive, less independent, less curious, more anxious, have more difficulty socially, and are more irritable and tired than their peers who are not hungry while at school. The result: hungry children often have poor school performance. This is reflected in deficient reading, verbal and motor skills.

To promote a clearer understanding of the issues of hunger and the impact on learning, and to encourage parents, school staff and students to provide input to the School Child Nourishment Task Force, a pamphlet is being developed which briefly describes the issues, the mandate of the Task Force and the work being done to satisfy that mandate.

The sub-committees have continued to meet throughout last summer and into the Fall and Winter.

FUNDING COMMITTEE

This Working Group is attempting to develop a working manual for anyone who may be involved in a community feeding program and is looking for funding support. Recognizing that there are other (in-kind or neighbourhood-based) resources in the community, this Group hopes to incorporate those aspects into an inventory. Although not involved in actual fund-raising, this Committee has raised the need to increase the profile of the issue of hunger and its effect on children. Lastly, the Funding Committee acknowledges that program design will, in some respects, dictate the most effective type of funding required and conversely, that availability of and type of resources will demand flexibility and creativity on the part of sponsors in setting up a program.

NEEDS ASSESSMENT COMMITTEE

The importance of obtaining input from a number of groups was identified early in the work of the Needs Assessment Committee. A plan for gathering input from the community was developed and the committee is now well into the process of information collection.

To develop and test relevant and appropriate tools for collecting information this Committee is working closely with the community. The information collection methods being used are survey questionnaires, interviews, focus groups, community forum and information from the "Nourishment of School Children - Initiatives", a demonstration project funded by The Hamilton Foundation.

The compiling and analyzing of information has started. To achieve this Committee members were trained by the Teaching Health Unit Health Analyst to use a computer program for information input. The Health Analyst is also assisting with the analysis. To date information input from the survey of school principals is essentially complete. The

compiling and analyzing of other information will be done in a variety of ways, for example, some groups will compile their own information and submit a group response to the Committee.

In order to put together a comprehensive needs assessment it is important to get input from many different groups. The Needs Assessment Committee is trying to get that input within the timeframe of the Task Force. Input from the groups identified and from the community in general is extremely important in addressing the mandate of the Task Force in a meaningful and useful way.

PROGRAM MODELS COMMITTEE

Drafting the "Guiding Principles" for nourishment programs and the restatement of these principles into operational terms has been completed. This Committee is presently reviewing the components of school food policies. They are also examining the roles and responsibilities of those presently involved in the planning and operation of nourishment programs for school students. With findings from the needs assessment, the Program Models Committee will be able to identify a general process for the planning and the operation of successful programs. They will also be able to establish the general level and type of support required for a variety of program models.

The "Guiding Principles" are important when considering how we address hunger. "What is the best response?" is a question to be answered. The Task Force has debated the complexities of this question, examining issues such as stigma, universality, inclusion of the community, impact on families, and the implications for schools. Through examination of these aspects the Task Force has begun to articulate desired qualities of a response to the issue and has established principles to guide the development of potential models. (Appendix II: Guiding Principles).

OBSERVATIONS

It is clear that in some areas of the Region, the need to respond to hungry children has been recognized and has led to some form of organized response. How that response has developed varies. For example with regard to location, nourishment programs are operating out of include schools, churches, community centres. Sponsors for these programs include private foundations, church groups, school principals, individual teachers, social service agencies.

Talking about food provokes debate about basic rights, the cultural value of food, the social aspects of food and sharing food, and the emotional meaning of food.

TASKS REMAINING (BY JUNE 1994)

- compile needs assessment information
- solicit and incorporate general community comments
- analyze the needs assessment information and determine the nature and depth of need to respond to issues of hungry school children and youth in Hamilton-Wentworth
- complete inventory of potential funding sources
- identify a general process for planning and operation of programs which accommodates guiding principles as defined by the Task Force
- prepare final recommendations including plan for implementation
- present to Health and Social Services Committee
- disseminate the Task Force Report to the community.

Prepared by:

Anne Louise Heron, Public Health Nutritionist, Department of Public Health Services

Ann Scott, Planning and Policy Development, Department of Social Services

School Child Nourishment Task Force

Guiding Principles

That Programs

- have a funding plan and a plan for ongoing evaluation process in place
- operate within the Public Health Foods Premises Regulations
- be available and accessible to all in a non-stigmatizing way
- respect dignity and support development of healthy self-esteem
- nurture partnerships with community groups and in so doing work toward development and maintenance of sustainable programs
- involve parents and children in planning and operation
- include opportunities for development of skills in the areas of nutrition, food budgeting and food preparation
- support content of the school curriculum
- be consistent with "Canada's Guidelines for Healthy Eating"
- be offered in a comfortable, nurturing and safe environment

07/93

SCHOOL CHILD NOURISHMENT TASK FORCE

MEMBERS	ADDRESS	PHONE NO.
Councillor D. Agostino Chairman	71 Main Street West Hamilton, Ontario L8N 3T4	574-0179 (H) 546-2730 (B)
Joanne Santucci Vice-Chairman	2289 Barton Street E. Unit 1, Hamilton Ontario L8E 2W8	560-3881 (B) 560-4420 (F)
Jack Duncan	357 Wilson Street E. Ancaster, Ontario L9G 4B7	664-4036 (H) (same) (B)
Janet Hutton	86 Dromore Hamilton, Ontario L8S 4B2	529-9717 (H)
Carolyne Sparling	162 Longwood Avenue N. Hamilton, Ontario L8S 3V9	526-8280 (H)
Kathy McInnes	2 King Street W. Jackson Square P.O. Box 2500 LCD #1 Hamilton, Ontario L8N 4E5	318-8284 (H) 521-7399 (B) 521-7713 (F)
Lynne Dabols	443 Orton Place Ancaster, Ontario L9G 4M6	648-2250 (H) (416) 943-4647 (B) (416) 860-1780 (F)
Michael Pennock	255 West Avenue N. Hamilton, Ontario L8L 5C8	945-5634 (H) 522-1148 (B) 522-9124 (F)
Filomena Tassi	40 Forest Avenue Hamilton, Ontario L8N 1X1	544-2383 (H) 523-5959 (B) 523-1145 (F)

Jim Stirling	P.O. Box 2460 Hamilton, Ontario L8N 3J5	648-7849 (H) 544-3761 (B) 548-4935 (F)
Kathy d'Andrade	119 King Street W. 6th Floor, Box 2112 Hamilton, Ontario L8N 3Z9	648-0063 (H) 521-7297 (B) 546-8277 (F)
Judith Bishop	100 Main Street W. P.O. Box 2558 Hamilton, Ontario L8N 3L1	528-7740 (H) 527-5092 (B)
Jim Sykes	79 James Street S. Hamilton, Ontario L8P 2Z1	
Tom Atterton	1025 Barton Street E. Hamilton, Ontario L8L 3E3	628-8868 (H) 521-9122 (B) 547-2944 (B)
Donna Knight	236 West Avenue N. Hamilton, Ontario L8L 5C9	523-5638 (H)
Kathie Hudspith	46 Jerome Park Drive Dundas, Ontario L9H 6H3	627-1072 (H)
STAFF RESOURCE		
Anne Louise Heron	Department of Public Health Services	546-3520 (B) 528-2205 (F)
Ann Scott	Social Planning Department of Social Services	546-4888 (B) 577-0115 (F)
Mary Gallagher	Office the Regional Clerk	546-4304 (B) 546-2546 (F)

Note: (H) Home Phone Number
(B) Business Phone Number
(F) Fax Number

Date: 1994 05 10

From: E.G. Bond, Superintendent of Program

Re: Tri-board Family Violence Prevention Project - Annual Update

Report: Information

Background

Since 1989, the Hamilton Board of Education has been involved in a Family Violence Prevention Project, now called R.S.V.P. (Response by Schools to Violence Prevention). This project involves the Hamilton-Wentworth Community Child Abuse Council and the Hamilton area school boards.

Issue

To provide an annual update for trustees regarding the violence prevention initiatives in the system.

Recommendations

(1) That the Report on the Triboard R.S.V.P. Project Update be received for information.

Rationale

This update contains information about ongoing activities and new initiatives. (Appendices A, B, C, D, E)

In a news release, March 5, 1994, the Minister of Education and Training released draft documents containing recommendations related to the government's violence-free schools initiatives. In the draft document, violence prevention curriculum, for all students from kindergarten to the end of high school, is one of the areas to be included in a school board's violence prevention policy. Participation in this R.S.V.P. project provides the Hamilton Board with experiences and resources which will be invaluable in meeting this recommendation.

Appendices

(A) R.S.V.P. Critical Learnings and the Common Curriculum

(B) Ministry of Education and Training Grant:
- Wife Assault and Sexual Assault Initiatives (1992-1993)
- Connections: from Awareness to Action (1993-1994)

(C) Ministry of Education and Training Grant:
- School-Based Services - Phase 2 (1993-1994)

(D) School Involvement in R.S.V.P.

(E) "Breaking the Vicious Circle" by John Keating, Canadian Living, October 1993 (Reproduced with permission)

Prepared by: E.G. Bond, Superintendent of Program
D. Mitchell, Curriculum Design and Development, Community Child Abuse Council
B. F. Schofield, Co-ordinator, Adjustment Services
Kathie Hibbins, Co-ordinator, Family Studies

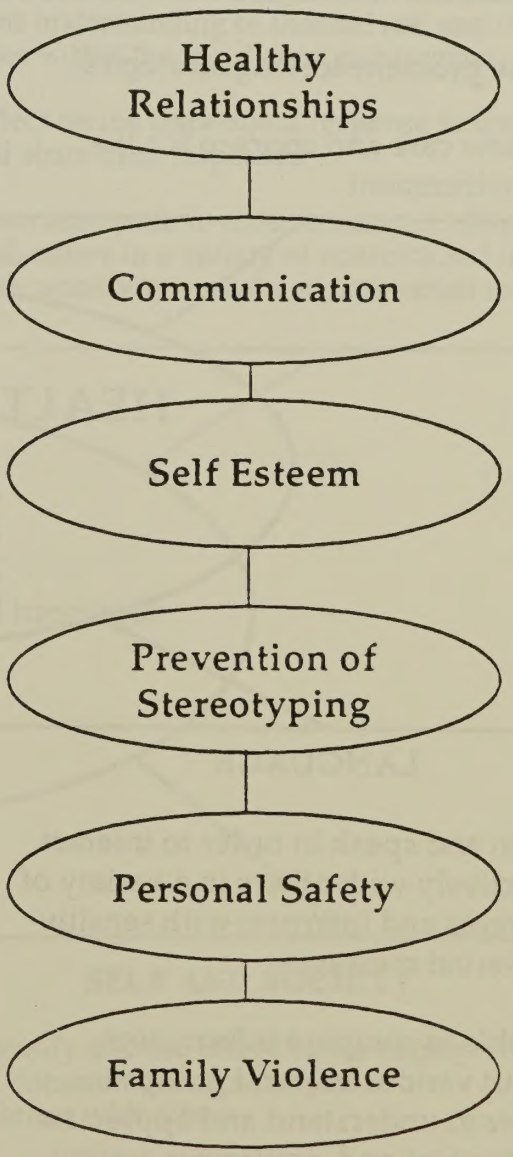
APPENDIX A

R.S.V.P. Critical Learnings and the Common Curriculum

Cross-curricular learnings from the Common Curriculum

- be able to interact and work effectively with others, demonstrate respect for human rights, and be motivated to fulfill the responsibilities of citizens in a democratic society
- be motivated to build healthy lifestyles and relationships
- demonstrate a commitment to peace, social justice and the protection of the environment in their own community, Canada, and the world
- be able to use language to think, learn, and communicate effectively

R.S.V.P. Educational Aims



CONNECTIONS TO THE COMMON CURRICULUM

MATH /SCIENCE/TECHNOLOGY

- demonstrate the ability and willingness to work independently and with others and to join in developing rules of group conduct with peers
- use problem-solving strategies
- show care and concern for the environment

THE ARTS

- understand that you can develop self-awareness and social skills through participation in artistic activities
- recognize the necessity for interpersonal and problem-solving skills, as well as respect for others' artistic viewpoints, in participating in artistic activities and projects

HEALTHY RELATIONSHIPS

- healthy vs abusive
- feeling worthwhile
- social skills

LANGUAGE

- listen and speak in order to interact effectively with others in a variety of contents and interpret with sensitivity verbal messages
- be able to compare information about various cultural groups in order to understand and appreciate differences and similarities among people
- experience empathy with characters in literature and, as a consequence, deepen their understanding of and sensitivity to others

SELF AND SOCIETY

- identify and describe conditions that contribute to healthy lifestyles
- recognize and report behaviour that can threaten their safety (eg. abuse, violence)
- value their own race, ethnocultural and linguistic background, gender and faith and respect those of others

Community Child Abuse Council of Hamilton-Wentworth
c/o David George School, 360 Beach Road, Room 15
Hamilton, Ontario L8H 3K4
The Elementary Experience © 1994 R.S.V.P.

CONNECTIONS TO THE COMMON CURRICULUM

LANGUAGE

- appreciate and use writing as a means of self understanding
- write to record their own thoughts and feelings
- understand and appreciate that children's literature can make a significant contribution to their understanding of themselves, and their roles within the family and community
- reflect on the impersonal response to literature and share their responses
- listen and speak in order to interact effectively with others in a variety of contexts and interpret with sensitivity verbal and non-verbal messages

MATH/SCIENCE/TECHNOLOGY

- recognize and use alternative representations of the same idea
- develop presentations
- work individually and in groups to investigate, make decisions about and reflect upon personal, societal, environmental and global problems.

COMMUNICATION

- verbal and non verbal messages
- active listening
- conflict resolution

THE ARTS

- understand that feelings and emotions can be evoked through using the elements of the arts
- explain how messages can be expressed through various artistic and commuerical media
- recognize that works of art can affect emotions and have an an influence on behaviour

SELF AND SOCIETY

- identify and use effectively a variety of communication strategies to interact with others
- identify and analyse some of the systematic causes of inequalities
- act to promote anti-racist attitude and behaviour

Community Child Abuse Council of Hamilton-Wentwor
c/o Lloyd George School, 360 Beach Road, Room
Hamilton, Ontario L8H 3X
The Elementary Experience © 1994 R.S.V.

APPENDIX B

Ministry of Education and Training Grants
Violence Prevention Secretariat

Grant: Wife Assault and Sexual Assault Initiatives (1992-1993)

- The 4th R
  - an evening event for school board personnel and the community
  - Resource fair
  - Keynote speaker
  - Storefront presentations showcasing the initiatives in pilot schools
- Inservice and purchase of resources for schools
- Black & Blue - Westdale Players
  - paid performance fee for 3 pilot schools
  - developed a teacher's guide
  - inservice preparation for staff and students

Grant: Connections: from Awareness to Action (1993-1994)

- purchase of videotapes for use in schools - elementary and secondary
- teacher preview and in-service to include
  - preview of video
  - package of active learning strategies to be used with the video
  - opportunity to experience & discuss the strategies

APPENDIX C

MINISTRY OF EDUCATION AND TRAINING GRANT: Wife Assault Prevention Initiatives - 1993 - 1994

SCHOOL-BASED SERVICES - PHASE 2

Over the past five years school boards across Ontario have been involved in the Ministry of Education and Training Wife Assault and Sexual Assault Prevention Initiatives.

As the level of awareness grew, the concern about support services and prevention strategies also grew. Information from the field informed the Ministry of Education and Training that there was a genuine need for some form of school-based services - social work services in particular - in the areas of both service to child witnesses of wife assault and family violence prevention in general.

The community of Hamilton-Wentworth has moved forward in its long term goals of the prevention of violence against women and children in our community. We are proud of the excellent working relationship between the three local Boards of Education and the Community Child Abuse Council of Hamilton-Wentworth in the development and implementation of specific family violence prevention initiatives. Other Boards of Education and communities look to Hamilton-Wentworth for a model of a school based family violence prevention program.

Our shelters have evolved in their own growth and development and are now working together on mutual issues. In the true sense of community partnerships, we respectfully requested the opportunity to continue our tri board collaboration and to purchase service from each of our four shelters. The grant obtained ($9,000 per Board) was split amongst the shelters on the understanding that a number of services would be provided during the course of this agreement.

The identified services are:

1. To develop a protocol for use amongst the three local school boards and shelters in order to assist youth who are residents in shelters and attending local schools on an interim basis and to assist in their return to their home school.

2. To provide professional development on wife assault and its effects on children and the implications for the school. The schools initially invited to participate would be schools in the neighborhood of local shelters and schools who are implementing the R.S.V.P. program during the 93/94 school year. Ultimately all schools would benefit from this increased awareness and networking with the shelter.

3. To develop a comprehensive Speakers Bureau made up of area shelter staff. This will improve linkages directly between staff, students, and shelter workers who could respond to a broad range of critical topics for the school that would be otherwise unrecognized - for instance school staff may only think shelter staff can speak to the issue of violence against women and may not recognize the broader topics of power and control, stereotyping, historical roots, dating violence, etc.

4. To assess and document gaps in services (related to family violence issues, particularly the effects on children who witness) to assist in future program development and professional development for both staff and students.

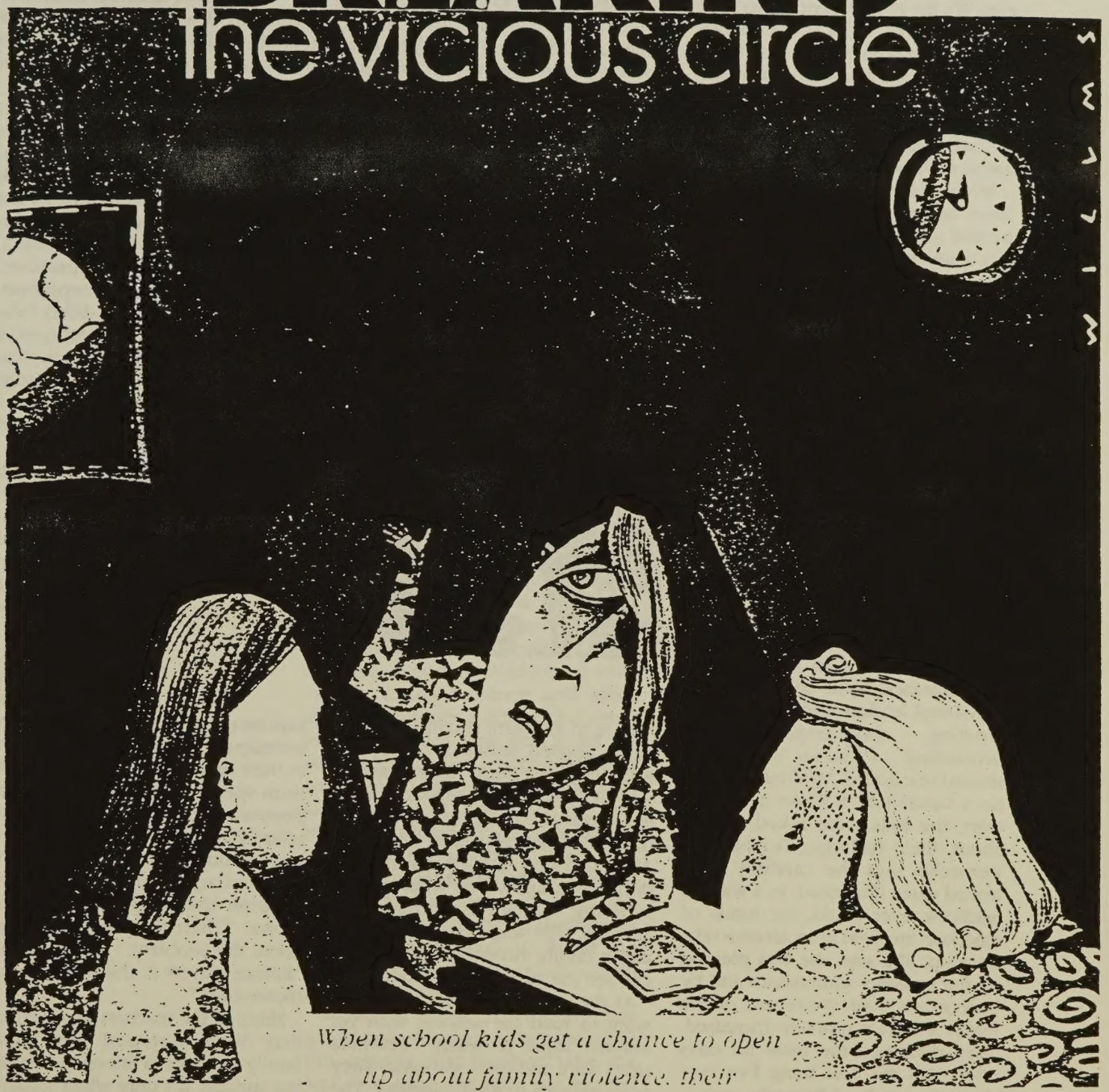
Accountability will be ensured through an evaluation component developed and completed by the partners. The Community Child Abuse Council is providing the administration for this project.

APPENDIX D

School Involvement in R.S.V.P.

R.S.V.P. Schools	Implementing	Planning	Expressed Interest
Burkholder Middle School	✔		
Hillcrest Middle School	✔		
Memorial School	✔		
Queen Mary	✔		
Roxborough Park	✔		
Sir Winston Churchill	✔		
Tweedsmuir	✔		
Viscount Montgomery	✔		
Westview Middle School	✔		
W. H. Ballard	✔		
1993-1994			
Ainslie Wood			✔
Bennetto			✔
Delta			✔
Elizabeth Bagshaw	✔		
G. L. Armstrong	✔		
Glen Echo			✔
Holbrook	✔		
Red Hill			✔
Robert Land			✔
Rosedale			✔
Ryerson		✔	
Sanford		✔	
Scott Park	✔		
Sir Wilfrid Laurier	✔		
Sir John A. Macdonald		✔	
Vern Ames			✔
Westmount			✔

BREAKING the vicious circle



JESS WILLIS

When school kids get a chance to open up about family violence, their stories come tumbling out. By stripping away the secrecy, schools are hoping to help stop the abuse

BY JOHN KEATING

There's no doubt about it, the kid was a troublemaker. All day long he'd sit [illegible] amazed his teacher. He calmly related how he had seen his stepfather hit [illegible] tenth time she passed out. [illegible] He realized he wasn't all the [illegible] The boy was not the [illegible] many [illegible] an

innovative program in family violence prevention in the Hamilton area. It's the most recent creation of The Community Child Abuse Council of Hamilton-Wentworth, a network of social service agencies and educators that was originally created to prevent child abuse but, since 1988, has broadened its scope to include issues such as family violence.

While schools have tackled the issue before, it has usually been treated as a one-time presentation that students could soon forget. The Hamilton-area program, by contrast, works the message into several subjects over a period of one or two weeks. Viscount Montgomery school is one example. For one week in November 1991, teachers wove the theme of family violence into virtually every subject taught to grades 6, 7 and 8 students. History teachers discussed the history of women's rights. Health class included talk about healthy relationships. The English department, including librarians, looked at violence in the media. The Grade 7 family studies class took a much more direct approach and used role playing. Groups of students were asked to make cream pies together. Some students were appointed leaders and asked to be insulting, short-tempered and demanding. ("You're so slow," snarled one leader. "A monkey could do a better job.") When it was all over, the kids were asked to talk about their feelings. Teacher Liz Berneche says the carefully controlled game illustrated, in a way no textbook ever could, the kinds of emotions involved in an abusive relationship. She says she was pleased by the students' enthusiasm and by how much their awareness of the family violence problem increased. They discussed the issue for days after. "It's the best thing I've ever done as a teacher," Berneche says.

The program was coordinated for the council by Donna Mitchell, curriculum design and development coordinator for The Community Child Abuse Council. She says the statistics on family violence give plenty to be depressed about. One-quarter of all children are abused before they turn 16. Sexual abuse of girls may be as high as one in four; for boys, as high as one in nine. At least one woman in eight is abused by her partner. But Mitchell says statistics don't offer any solutions. So the program looks at attitudes. One objective is to strip away the darkness and secrecy that cloak family violence. Bringing it out into the open is the first step toward making it socially unacceptable.

Next, the program gives students methods of dealing with their own anger and with conflict in a nonviolent way, and gives them the power and skills to know what to do if they're in a violent situation. It also helps abused students come forward and seek help. Since it began, several children have reported problems to trusted teachers and have had their cases referred to Children's Aid authorities. "Sometimes children don't even know that what they're suffering through is abuse," says Mitchell. "But when you start talking about family violence in class, you can see the pain in their faces."



Sometimes children don't even know that what they're suffering through is abuse

At the same time, Mitchell didn't want to load the schools with yet another topic to teach. "Teachers don't want add-ons," she says. "They have enough to teach already." The best approach was to make abuse prevention part of the existing curriculum. A design team developed a list of key topics to cover. Teachers take part in intensive training and planning sessions, and ultimately, it's up to the teachers what topics they'll cover and how they'll work those topics into their normal teaching day.

The program was first tried in a local school late in 1990. Now it has the enthusiastic endorsement of the Hamilton board of education, the Hamilton-Wentworth Roman Catholic separate school board and the Wentworth County board of education. It's been tried in nine schools and is being modified to suit age groups ranging from kindergarten to high school.

Sometimes the results are dramatic. A girl at one of the pilot schools was a model student — bright, attentive, responsive — with no hint of a dark side to her life. But a month after the school ran the family violence project, she was threatened by a stepparent. The girl didn't hesitate. She reported it to the school. "She learned through the unit that it was abuse," says Mitchell.

The program has benefits that carry on long after the one- or two-week sessions end, says Tim Brennan, former principal of St. Christopher School in the Hamilton-Wentworth separate school board. He says teachers learn problem-solving techniques that continue to appear in their teaching. The children also learn specific ways to defuse anger. Brennan says he saw results in the schoolyard a few days after the program. A number of students were in a heated argument. It was a tense situation that might have lead to blows. "Then they started talking about the problem," says Brennan. "Before I knew it, the problem had blown over."

Many of the teachers involved say they were surprised how much family violence is festering beneath the surface. It's only when students are invited to talk about it that the grim picture comes out. "The reason I chose this school for the project is because I thought it was a nice, safe school to do it in — very middle class and unlikely to have problems like this," says one teacher who asked not to be named. "I was wrong."

Most of the students reporting abuse have never talked about it before. When they open up, it can be heartbreaking. "I don't think it's

fair that we children should have to go through the hurt that these sick people are putting us through," wrote one abuse victim after Hillcrest Middle School in Hamilton ran the prevention project for its Grade 8 students. "It does no good for adults to take their problems out on us because we children will grow up learning to take our troubles out on others rather than talking to someone about it."

Teachers and principals say their students are surprisingly enthusiastic about the program. "I was afraid we would depress the kids," says Carol Hutchinson, a geography teacher at Billy Green School in Hamilton, "but they were very receptive and very involved."

The Community Child Abuse Council hopes eventually to be able to export its program to school boards across the country, but the council must first raise enough money to hire the necessary staff. For the time being, the council is selling *A Handbook for the Prevention of Family Violence* for $30. Developed as a resource document for teachers, parents, social workers, health-care professionals and police, the handbook brings together the most current information on all aspects of family violence, including child abuse, wife assault, dating violence and elder abuse. It includes such helpful items as a list of dos and don'ts for an adult who has just uncovered child abuse and a self-help questionnaire for adolescents about dating violence. The Ontario Ministry of Education is working closely with The Family Violence Prevention Project by purchasing copies of both the handbook and the curriculum package, Getting Started, to make the program available to other school boards in the province.

Whatever form prevention programs take, Mitchell is convinced it's the schools that have to take the lead. Violence, she says, is a learned behavior. The schools are a big part of a child's life, she says, and are in the best position to teach another kind of behavior — caring and nonviolent solutions to problems.

Berneche puts it another way. "In education, the only way to break the cycle of violence is to teach ways of handling it," she says. "If we can help even one person, it's worth it." ●

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THE HAMILTON COUNCIL OF HOME AND SCHOOL ASSOCIATIONS

AFFILIATED WITH
ONTARIO FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

HAMILTON, ONTARIO

FOUNDED IN 1933

March 8, 1994

Mr. D. Goodridge
Secretary of the Board
Board of Education for
the City of Hamilton

Dear Mr. Goodridge

At the February meeting of the Hamilton Council of Home & School Associations, a motion was passed directing Council to write a letter expressing our concern regarding the accountability displayed at the Program meeting on February 3, 1994.

The report of the Provincial Grade 12 Writing Test 1991-1992 was presented at this meeting. The results for Hamilton appeared to be rather worrying. While we acknowledge the problems with many such tests and their interpretation, we as parents have few other indicators as to the quality of our children's education.

An additional concern is that no individual school results were available. We do not want such results to denigrate a particular school. We see this as an opportunity to pinpoint problems that might occur in one section of a school, thereby triggering remedial action from the appropriate coordinator. School officials may keep these comparisons confidential, but this is not a valid excuse to ignore the potential of such a comparison.

Yours sincerely

Laura Ludwin
Program Rep.

Eva Riis-Culver
President
Hamilton Council of
Home & School Associations

cc.Bert Allen
Judith Bishop

REPORT OF THE CHILD CARE COMMITTEE

Present: Trustees Bishop (Chairman), Mulholland, Rogers and Allen.

Official Present: E. Bond (Superintendent of Program)

Also Present: J. Powell–Fralick (Child Care Program Leader)

The Committee recommends:

GENERAL

1. That the Survey Form regarding "School–Child Care Link Up Criteria" (attached) be approved, as amended.

2. That the revised Child Care Policy (attached) be approved.

3. That the revised Child Care Operating Procedures be received for information.

Respectfully submitted

J. BISHOP
Chairman

Committee Room
1994 04 13

School-Child Care Link Up Criteria

Section I – Identifying Information

Name of Centre:

School in which centre operates:

Address: _____

_____

_____

Phone: _____

Contact Person: Name: _____

Address: _____

_____

_____

Telephone #: _____

Is there a sponsoring Organization? If so, name, address and phone # of contact person:

_____

_____

Days of operation:

Hours of operation:

Days of service provided annually:

Licensed capacity: Infants _____
Toddlers _____
Preschoolers _____
School-agers _____

Does the centre have a **clear** Day Nursery License? ❑ yes
❑ no

Date of last MCSS program advisor visit _____

Does the centre have a waiting list policy which gives priority to students or employees of the Hamilton Board of Education?

of students' children enrolled as of April 1, 1994: ☐

of Board employees' children enrolled as of April 1, 1994: ☐

Is the centre operated by a non-profit corporation? ❑ yes
❑ no

Are parents and school staff members on the Advisory Board or Committee?
❑ yes
❑ no

Was this program established as a result of a motion passed by the Hamilton Board of Education?
❑ yes
❑ no

Does this program have a purchase-of-service agreement with Hamilton-Wentworth Regional Social Services to provide subsidized care for children whose parents qualify?

❑ yes ❑ no

Is this an integrated centre for special needs? ❑ yes ❑ no

If yes, number of children with special needs enrolled as of April 7, 1994. ☐

Section II – Questions (please attach a separate sheet if necessary)

1. Describe the type and degree of program co-ordination which exists between the school and child care programs.

2. Please include the type of link-up (ie. Family Studies Curriculum, Early Years Partnership, etc.)

3. Describe how this collaboration occurs (ie. planning and implementation process).

4. Outline the degree of co-ordination (ie. # hours HBE students are involved in the child care centre program, and hours per week staff collaborate, plan, interact, etc.)

5. Explain who is involved in the collaboration/link-up (ie. staff, students, others).

Section III – Comments

Please add any additional information that further clarifies your school/child care link-up.

Thank you for your time in completing this survey. If you have any questions, please contact Jennifer Powell-Fralick, Child Care Program Leader, Hamilton Board of Education, 527-5092 ext. 2311.

2 CHILD CARE POLICY

2.1 The Hamilton Board of Education endorses the value of child care in the school system and affirms its commitment to the delivery of a high-quality service, as stated in the shared philosophy statement of the Primary-Junior/Child Care programs: "Children learn by doing, children learn by interacting, children learn at their own rate."[1] Child care centres will support families, will be compatible with school programs, and will endeavour to meet community needs.

2.2 The Child Care Policy and Operating Procedures will apply to all child care centres or programs that operate in Hamilton Board of Education facilities.

2.3 The Hamilton Board of Education will give priority to child care centres when assigning the use of available space where need is established and sufficient funding is available.

2.4 Each child care centre's program philosophy will be compatible with the Hamilton Board of Education's Beliefs and Mission statements.

2.5 New child care centres will be designed using the Ministry of Community and Social Services document, *Day Nursery Design Guidelines.*

2.6 Each child care centre housed in a Hamilton Board of Education facility will be operated by a non-profit corporation or organization.

2.7 All child care centres established after the adoption of this Child Care Policy will be operated by Umbrella Family and Child Centres of Hamilton.

2.8 Child care centres participating in curriculum link-ups will be charged up to 50 per cent of the rental, caretaking, utilities and cleaning costs.

2.9 Each child care centre will enter into a contractual agreement with the Hamilton Board of Education.

2.10 Each child care centre will be licensed under the Day Nurseries Act.

2.11 Each child care centre will establish and maintain a contract for purchase-of-service with the Hamilton-Wentworth Regional Social Services Department.

2.12 Each child care centre will establish an advisory committee of 5–7 members, at least three of whom are parents of children in the program (where this is feasible).

2.13 The Child Care Program Leader will be primarily responsible for the overall co-ordination of all school-based child care centres; will be a non-voting resource person to all child care centre advisory committees; will sit on the Umbrella Board; and will be a liaison between the child care centres, their operators and the Hamilton Board of Education.

2.14 The Hamilton Board of Education accepts no responsibility for any financial losses incurred by any child care centres or programs operating on Hamilton Board of Education premises.

2.15 Cleaning and caretaking services will be provided to child care centres according to the contractual agreement. Details of the contract which refer to cleaning and caretaking needs of centres will be reviewed annually by the Child Care Program Leader in conjunction with appropriate Plant and Finance Department personnel, and the Principals involved. This will ensure that all parties concerned are aware of the actual needs of the centres.

2.16 The Hamilton Board of Education will continue to endorse all child care centres located on its property providing they comply with this Child Care Policy.

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[1] *Getting It All Together,* Hamilton Board of Education

Hamilton Board of Education Mission Statement for Child Care (developed by Child Care Policy Task Force)

The Hamilton Board of Education supports the partnership between the Ministry of Education and the Ministry of Community and Social Services for the expansion of school-based child care programs.

The Hamilton Board of Education believes that the keys to quality child care are:

- consideration of the needs of children
- provision of services to encourage appropriate child development
- adequate funding

Date: 1994 05 10

To: Chairman and Members of the Program Committee

From: E. G. Bond, Superintendent of Program

Re: Implementation of the Common Curriculum-Grades 1-9

Report: Information and Approval

BACKGROUND

In February 1993 the Ministry of Education and Training released a policy document "The Common Curriculum, Grades 1-9" which describes the curriculum for the Province of Ontario for Grades 1-9. In January 1994 a report was brought to the Board which summarized this document and presented information regarding plans for its implementation.

The following was a part of the January report:

> "In collaboration with the Program Department a **proposed System Plan** has been developed. Inherent in this plan is the formation of a Steering Committee to direct the Implementation of The Common Curriculum in the Hamilton Board of Education. The Steering Committee is currently conducting focus group sessions with a wide range of constituent groups to examine and make recommendations regarding this plan."

From January to March over fifty focus group sessions and numerous formal and informal discussions were held with stakeholders in our community and system (a list of these groups is included as Appendix I). In April meetings were held with all principals, vice-principals, program department and area office staff. As a result of this input the Common Curriculum Steering Committee has revised the proposed System Plan as outlined in Appendix II.

The System Implementation Plan in Appendix II addresses the following:

- **timelines** for development, in-service, pilot and field testing and use of the outcome based curriculum and reporting system
- the **curriculum framework** that will be used for developing outcomes for each subject area in grades 1-9
- system implementation **responsibilities**
- a process for the development of a **system review** as implementation proceeds

Development of grade 9 and 5 curriculum is now in progress. The latest draft of Reporting Statements and Learning Outcomes for grade 9 is included as Appendix III. Examples of how the Curriculum Framework (Appendix II) will be used to develop learning outcomes for teachers are included in Appendix IV. It is important to note that **the intent of these documents is to ensure that the expectations of our system are clear to all students, teachers, administrators, parents, trustees and the community. In this regard the language will continue to be modified as we strive for clarity and understanding among all our stakeholders.**

It will be imperative that continued and expanded dialogue occur among parents, teachers and principals both in the development stage of curriculum as well as at the implementation stage at the indivdual school level.

ISSUE

To present to the trustees information regarding plans for the implementation of The Common Curriculum.

RECOMMENDATIONS

1. That "The Common Curriculum-Grades 1-9" System Implementation Plan be approved.

2. That an initial report regarding the "System Review Process" be brought back by January 1995.

APPENDICES

I. Community and System Stakeholders
II. "The Common Curriculum-Grades 1-9", System Implementation Plan
III. Draft Grade 9 Reporting Statements and Learning Outcomes
IV. Draft Sample Learning Outcomes

ATTACHMENTS

I. "In Common", March/April 1994.

Appendix I

COMMUNITY AND SYSTEM STAKEHOLDERS

Adjustment Counsellors
Area Supervisors
Area Consultants
Chamber of Commerce
Community Open Forum
Elementary Principals
Elementary Teachers
Home and School Executive
HWTA Executive
Learning Resource Teachers
Middle School Principals
OPSTF Executive
OSSTF Executive
Parents
Program Department
Psychoeducational Consultants
Secondary Assistant Dept. Heads
Secondary Department Heads
Secondary Principals
Secondary Teachers
Secondary Vice-Principals
Senior Management
Social Workers
Special Education Advisory Committee
Special Education Consultants
Speech and Language Pathologists
System Open Forum
Teacher Librarians
Trustees

The Board of Education for the City of Hamilton

The Common Curriculum-Grades 1-9

SYSTEM IMPLEMENTATION PLAN

This implementation plan is intended to provide system direction regarding the implementation of the Ministry of Education and Training's policy document "The Common Curriculum-Grades 1-9" (February 1993).

Overview of the Process

Common Curriculum Steering Committee

System Implementation Plan
Timelines Responsibilities

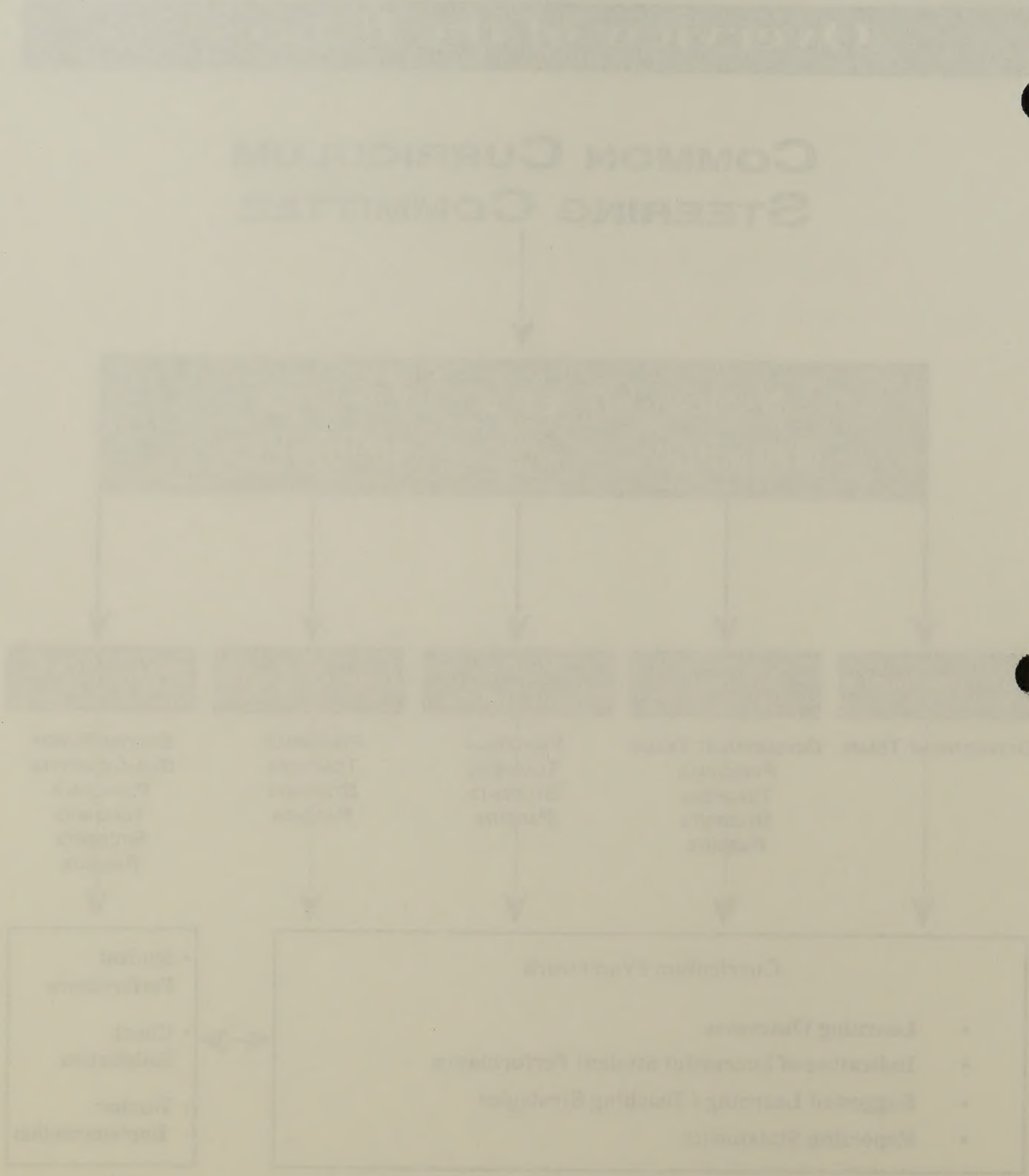
Development	In-Service	Pilot & Field Testing	Implementation	Review
Development Teams	Development Teams Principals Teachers Students Parents	Principals Teachers Students Parents	Principals Teachers Students Parents	System Review Sub-Committee Principals Teachers Students Parents

Curriculum Framework

- Learning Outcomes
- Indicators of Successful Student Performance
- Suggested Learning / Teaching Strategies
- Reporting Statements

↔

- Student Performance
- Client Satisfaction
- Teacher Implementation

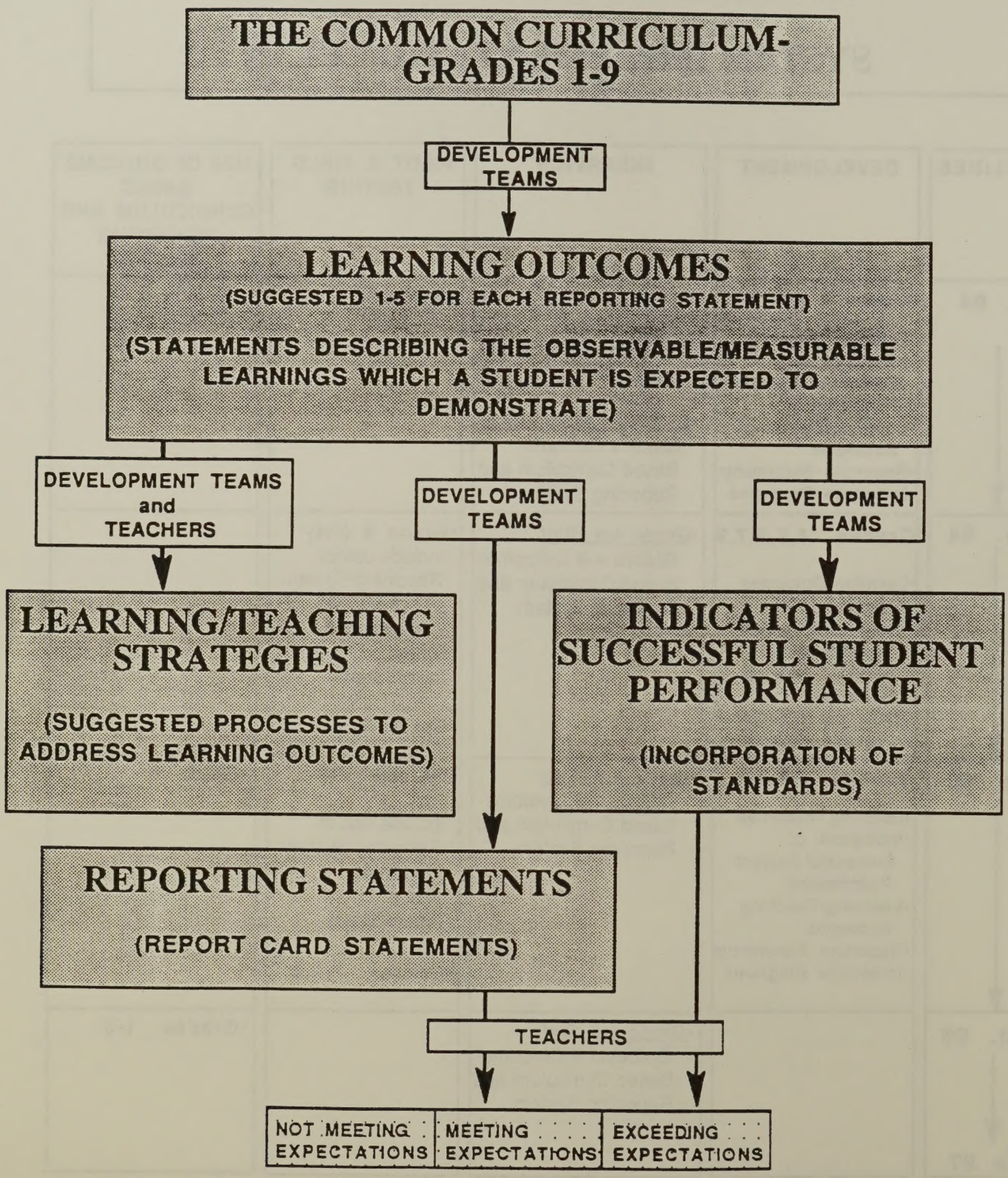


The Common Curriculum-Grades 1-9

SYSTEM IMPLEMENTATION PLAN

TIMELINES	DEVELOPMENT	INSERVICE	PILOT & FIELD TESTING	USE OF OUTCOME BASED CURRICULUM AND REPORTING SYSTEM
Jan. 94	**Grades 9 and 5** •Learning Outcomes •Indicators of Successful Student Performance •Learning/Teaching Strategies •Reporting Statements •In-service Programs	•<u>All Staff</u> Awareness re: Common Curriculum Document •<u>Secondary School Staff</u> Grade 9 Outcome-Based Curriculum and Reporting System	•**Grade 9**	
Sept. 94	**Grades 4,5,6,7,8** •Learning Outcomes •Indicators of Successful Student Performance •Learning/Teaching Strategies •Reporting Statements •In-service Programs	•<u>Grade 4-9 Staff</u> Grades 4-9 Outcome-Based Curriculum and Reporting System	•**Grade 9** (may include use of Reporting System in schools or departments where appropriate) •**Grade 5**	
Sept. 95	**Grades 1,2,3** •Learning Outcomes •Indicators of Successful Student Performance •Learning/Teaching Strategies •Reporting Statements •In-service Programs	•<u>Grade 1-9 Staff</u> Grades 1-9 Outcome-Based Curriculum and Reporting System	•**Grades 4-8** (may include use of Reporting System in schools where appropriate) •**Grades 1,2,3**	•**Grade 9**
Sept. 96 June 97		•<u>Grade 1-9 Staff</u> Grades 1-9 Outcome-Based Curriculum and Reporting System		•**Grades 1-8**

Curriculum Framework



SYSTEM IMPLEMENTATION RESPONSIBILITIES

DEVELOPMENT TEAMS

Development teams will be chaired by a Program Department Co-ordinator or Consultant and will include classroom teachers. Where possible there should be parent and community representatives on these teams.

Each Subject area will have a Development Team responsible for the development (as outlined in The Curriculum Framework) of the following:

- **Learning Outcomes** (Statements describing the observable/measurable learning which a student is expected to demonstrate.)

- **Indicators of Successful Student Performance** (Descriptions of the expected level of performance for each learning outcome. Where provincial standards have been set, these standards will be incorporated into the indicators.)

- **Suggested Learning/Teaching Strategies** (Suggested processes to address learning outcomes.)

- **Reporting Statements** (Report card statements.)

The Development Team will be responsible for the development of in-service programs to support implementation. The team may also be involved in the delivery of these in-service programs.

SUPERINTENDENT OF PROGRAM

The Superintendent of Program will ensure that each subject is developed within the curriculum framework and that in-service programs, a personal profile system and a reporting system are developed as part of the implementation process.

PRINCIPALS

Principals are responsible for incorporating The Common Curriculum System Implementation Plan into their school plans in accordance with system timelines.

TEACHERS

Teachers are responsible for the development of strategies to enable students to meet the expectations set our in the "Learning Outcomes" and the "Indicators of Successful Student Performance." Teachers will make decisions regarding the level of achievement in relation to these "Indicators" and record student achievement on the personal profile and reporting system.

Teachers in consultation with parents and students will provide appropriate strategies for those students who are not able to meet, at this time, the expected level of performance and also for those who are not being challenged by these expectations.

PARENTS

Student learning is a shared responsiblity between the home and the school. Parents will be invited to play a role in the planning process with staff where appropriate, as they work together to develop a positive learning environment in the school. Ongoing communication between the home and the school will be a significant part of the process to address the learning outcomes for all students.

STUDENTS

Students are responsible for attaining personal excellence. Expectations will be stated in advance and each student will be responsible for demonstrating evidence of successful learning.

The Common Curriculum - Grades 1-9

SYSTEM REVIEW PROCESS

The Common Curriculum Steering Committee will form a System Review Sub-Committee to review the implementation of "The Common Curriculum - Grades 1-9".

The Sub-Committee will be responsible for the development of a comprehensive review process to ascertain the level of Student Performance, Client Satisfaction and Teacher Implementation as the implementation of an outcomes based curriculum based on the Ministry of Education and Training's document "The Common Curriculum - Grades 1-9" proceeds in the system.

It will be imperative that the System Review Sub-Committee involve representation from all stakeholder groups in the system.

The System Review Sub-Committee will make an initial report to the Program Committee of the Board by January 1995 which will include plans for review of **student performance**, **client satisfaction** and **teacher implementation.**

APPENDIX III

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

DRAFT

GRADE 9

REPORTING STATEMENTS AND LEARNING OUTCOMES

1994/04/28
BOB CHAPMAN
/DESKTOP PUBLISHING PAT BINKLEY

INTRODUCTION TO BUSINESS

B.9.1. Discovers and explains basic legal procedures and applies them to his/her environment.

1 Explains the necessity for law in society.
2 Demonstrates a knowledge of the role, procedures, and institutions of the legal system.
3 Analyzes laws of particular relevance to himself/herself.

B.9.2. Investigate the role and recognizes the importance of technology in managing information.

1 Identifies the major components of a computer and its peripheral devices and explains the functions of each.
2 Examines and discusses some legal and ethical issues related to information management.
3 Investigates present and future applications of computers by individuals and business.

B.9.3. Discovers and analyzes factors that influence his/her consumer decisions.

1 Explains vocabulary related to consumerism.
2 Explores and analyzes the personal and external factors that influence buying decisions.
3 Practises the activities involved in personal banking and investment, applying for credit, and making a major purchase.

B.9.4. Explains entrepreneurship and demonstrates innovative business planning.

1 Explains entrepreneurship and identifies characteristics of entrepreneurs.
2 Describes the functional areas of a business and demonstrates relationships among them.
3 Uses creative and critical thinking in order to solve entrepreneurship case problems.
4 Explores the experiences of past and present entrepreneurs.
5 Plans and organizes a venture involving entrepreneurial activities.

B.9.5.Analyzes career opportunities, relates them to his/her own employability characteristics/skills, and relates these to potential careers.

1 Explains vocabulary related to careers.
2 Assesses his/her employability based on his/her perceived strengths and weaknesses.
3 Investigates various personal career options.

B.9.6. Demonstrates steps in the job search process.

1 Creates documents and performs activities involved in a job search.

DRAMATIC ARTS

D.9.1. Explores self and others using role-play and other drama forms.

1 Explores personal situations and those of others (real and fictional) through role-play and improvisation.

2 Explores personal situations and those of others (real and fictional) through a variety of drama forms and strategies including:

- dance drama
- mime
- movement
- puppets
- simulation
- sound
- story
- tableaux

D.9.2. Communicates using a variety of drama forms.

1 Communicates personal beliefs, ideas, feelings and situations using a variety of drama forms and strategies including:

- ceremony
- choral speaking
- dance drama
- ensemble drama
- playmaking
- reader's theatre
- scripting
- sharing
- storying
- tableaux

D.9.3. Responds to, and evaluates drama forms and contents.

1 Appreciates drama
- observes dramatic content and form
- describes dramatic content and form
- reflects on dramatic content and form
- responds to dramatic content
- evaluates dramatic content

by using

- learning logs
- multi-media
- response journals
- reviews
- discussion
- sharing

D.9.4. Evaluates personal exploration, communication and response in Dramatic Arts.

1 Demonstrates the use of *The QERE Model and Process*
- asks appropriate curriculum questions
- explores answers through role-play and other drama forms
- reflects on and responds to the questions asked, and the answers explored
- reflects on and evaluates the process, and personal learning in the process.

ENGLISH
(Language, Literature and Media Studies)

E.9.1. Reads with understanding, and personally responds to literature.

1 The student reads with understanding, and personally responds to multicultural literature: short stories, novels, one-act plays, narrative poetry, and other forms of narrative fiction and non-fiction including news stories.

2 The student response personally to print texts:
- discovers feelings, values and experiences in the text, and relates these to his / her personal feelings, values and experiences.
- applies the story behind the text (social, cultural and historical context) to validate personal response to the text
- identifies the author's purpose and meaning as criteria for validating personal response to the text
- revisits and validates personal response to the text
- demonstrates use of *The Inquiry Model and Process*
- reflects on and evaluates personal and through learning in literature studies.

E.9.2. Writes in a variety of forms to communicate.

1 The student writes in personal response to a variety of language, literature and media texts, using a variety of writing forms including:
- dialogues
- reflective journals
- response journals
- lists
- notes
- outlines
- (personal) stories
- paragraphs
- paraphrases
- poetry
- questions
- scripts
- sentences
- summaries
- supported opinions
- test answers
- other narrative writing

2 The student demonstrates use of the following processes and tools:
- *The Writing Process*
- *The Communications Model and Process*
- the computer for word processing and process writing.

3 The student through writing reflects on and evaluates personal learning.

E.9.3. Listens actively and with understanding.

1 The student listens actively and with understanding to oral language texts within a variety of aural language, literature and media contexts: advertising and news texts, discussions, drama, music, oral instructions, oral presentations, oral readings, oral reports, poetry, readers' theatre, role-play, storytelling, and taped and recorded presentation.

2 The student through listening
- demonstrates use of *The Inquiry Model and Process*
- reflects on and evaluates personal learning in and through language studies.

E.9.4. Speaks using a variety of forms to communicate.

1 The student speaks in personal response to a variety of language, literature and media texts, using a variety of informal speaking formats including discussion, interviews, conference, storytelling, readers' theatre, role-play, drama and oral reading.

2 The student through speaking
- demonstrates use of *The Communications Model and Process*
- reflects on and evaluates personal learning.

E.9.5. Role-plays and dramatizes to explore and to communicate.

1 The student **role-plays** in a variety of language, literature and media contexts, to explore personal responses and those of others, real and fictional.

2 The student through role-laying
- demonstrates use of *The Inquiry Model and Process*
- reflects on and evaluates personal learning in language, literature and media.

3 The student communicates and expresses personal beliefs, attitudes and values in response to a range of language, and media texts, using a variety of **drama** forms including —
- storymaking
- choral speaking
- mime
- tableaux
- playmaking
- sharing
- ensemble drama
- readers' theatre
- scripting

4 The student through dramatizing
- demonstrates use of *The Communications Model and Process*
- reflects on and evaluates personal learning.

ENGLISH cont..

E.9.6. Views with understanding, and communicates in a variety of non-print media.

1 The student views with understanding and personally responds to media texts created for a variety of purposes: advertising and news texts, demonstrations, diagrams, films, graphics, graphs, maps, pictures, photographs, slides, tables, videos and visual arts.

2 The student through viewing non-print media texts
- demonstrates use of *The Inquiry Model and Process*
- reflects on and evaluates personal learning in and through media studies.

3 The student creates, plans and implements media texts in personal response to a range of language, literature and media texts, using a variety of media including audiotape, videotape, computers, photography, graphics and storyboards.

4 The student through creating non-print media texts
- demonstrates use of *The Communications Model and Process*
- demonstrates the use of the computer in media creation
- reflects on and evaluates personal learning.

FAMILY STUDIES

F.9.1. Resolves conflict in a non-violent manner.

1 Explores ways to resolve conflict in a non-violent manner.
2 Defines and gives examples of passive, aggressive, manipulative and assertive behaviour.
3 Demonstrates constructive ways of venting emotions.

F.9.2. Demonstrates positive interpersonal relationships.

1 Examines the components of interpersonal relationships.
2 Investigates behaviours that encourage and discourage positive communication in relationships.
2 Applies interpersonal skills to resolve adolescent concerns.
3 Displays positive co-operation as a group member.

F.9.3. Understands the importance of the parenting role in families.

1 Identifies roles and responsibilities of a parent.
2 Describes characteristics of effective parents.
3 Illustrates the variety of ways families fulfill parenting roles.
4 Compares various ways individuals "parent".

F.9.4. Uses decision-making skills and problem solving strategies in a family context.

1 Knows the process of making effective decisions.
2 Displays knowledge of Canada's Food Guide to Healthy Eating.
3 Determines the relationship between diet, family food patterns, exercise, physical appearance and state of health.
4 Examines current nutritional issues.
5 Devises effective methods of meeting children's needs in a variety of situations.
6 Applies the decision-making process in a variety of situations.

F.9.5. Understands that cultural, technological and global changes impact on families.

1 Knows available technology, including home adaptation, available to assist families and special needs children.
2 Knows that children have rights and identifies community resources available to families for support.
3 Utilizes a variety of kitchen equipment in meal preparation.
4 Utilizes computer technology as it relates to family issues.
5 Illustrates ways in which the cultural make-up of the community affects family life.
6 Develops plans for healthy eating habits based on individual lifestyle, family and cultural influence.

CORE FRENCH

C.9.1. Listening: listens actively and understands key information.

1 Students will
- distinguish sound patterns that are essential for comprehension
- interpret the main idea and the key information contained in a variety of oral presentations
- infer meaning through available clues.

C.9.2. Speaking: communicates orally for a variety of purposes

1 Students will
- use accurate pronunciation and intonation
- ask and answer questions on familiar topics
- communicate orally using appropriate vocabulary and structures within the framework of the students' language experience.

C.9.3. Reading: understands main ideas from a variety of sources.

1 Students will:
- grasp the main ideas and key information in a wide range of resources
- deduce, infer and predict meaning using textual and visual clues found in authentic resources
- read orally with appropriate pronunciation, intonation and fluency.

C.9.4. Writing: communicates in a variety of forms.

1 Students will
- transcribe, take dictation and make short notes in French
- express briefly and clearly facts, opinions, attitudes, emotions and ideas for a variety of purposes and audiences
- write in French on a variety of topics using the stages of the writing process.

* **Cultural Understanding: demonstrates awareness and knowledge of francophone cultures.**
- Students will
  - identify cultural similarities and differences in customs, attitudes and values
  - recognize and know about the contributions of francophone speakers to Canada and the world
  - demonstrate general knowledge about francophone cultures and regions where French is spoken.

* **Language Knowledge: demonstrates knowledge and control of required grammar concepts.**
- Students will demonstrate knowledge and control of the following items:
  - verb tenses - present, passe compose, futu proche
  - verbs - er, ir, re, avoir, etre, faire, aller, dire, srtir, partir, venir, voir
  - model vers + infinitive (vouloir, pouvoir, devoir)
  - formal and informal commands
  - subject / verb agreement
  - adjective agreement / position
  - subject and direct object pronouns (meaning and form)
  - negation
  - interrogatives and forms of questioning
  - relative pronouns qui/que

* **These outcomes will be demonstrated and measured within the four skill areas, but they will not appear on the report card.**

IMMERSION FRENCH

I.9.1. Listening: readily understands spoken French

1 Students will
- demonstrate understanding of statements, instructions and questions expressed at a natural rate of speed.
- interpret the main idea and key information contained in a variety of oral presentations both live and recorded.
- recognize important differences between standard and colloquial usage in pronunciation, vocabulary and phraseology.

I.9.2. Speaks: expresses ideas clearly and fluently

1 Students will
- use accurate pronunciation and intonation.
- lead complex conversations and debates.
- describe and narrate events; present research topics making only a few mistakes in grammar and vocabulary.

I.9.3. Reading: understands and interprets ideas from a variety of authentic francophone sources

1 Students will
- grasp the main ideas and key information in a wide range of sources.
- deduce, infer and predict meaning using textual and visual clues found in authentic resources.
- read with the help of a dictionary or other aids, material written for native speakers of the same age.

I.9.4. Writing: expresses ideas clearly and edits accurately in French for a variety of purposes and audiences.

1 Students will
- transcribe, take dictation, make notes and summaries making only a few mistakes.
- write reports, journals and compositions using the stages of the writing process.
- demonstrate knowledge and control of required grammar concepts.

* **Application: uses French willingly and consistently as a means of daily communication in class.**

Students will
- communicate with the teacher exclusively in French.
- speak to each other exclusively in French in class and group situations using circumlocation and other strategies as necessary.
- use situations which arise in class to expand their vocabulary and strengthen their fluency.

* **These outcomes will be demonstrated and measured, but they will appear on the report card as part of *Teacher's Comments*.**

GEOGRAPHY

G.9.1. Understand and value the relationship between human activity and the environment.

1 Demonstrate an understanding of a variety of environmental issues.
2 Understand and communicate personal values toward the environment.
3 Understand the concept of an ecosystem and the variety of relationships contained within.
4 Understand and explain how human activity impacts on the environment.

G.9.2. Understand how geographic diversity exists and how it affects people on a local, national and global scale.

1 Recognize and explain the patterns associated with the physical diversity of Canada and selected other countries.
2 Recognize and explain the patterns associated with the human diversity of Canada and selected other countries.
3 Demonstrate an understanding of the influence which the human and physical worlds exert on each other.
4 Demonstrate an understanding of how economic and technologica changes affect physical and human environments.
5 Appreciate and explain how human and physical environments have evolved and changed over time.

G.9.3. Acquire, process, and communicate geographic information co-operatively and individually.

1 Acquire information, co-operatively or individually from a variety of sources.
2 Assess data sources.
3 Use and appreciate process models to complete a task.
4 Communicate information through a variety of products.
5 Respect the importance of the legal and ethical use of information.

G.9.4. Use models and theories to understand natural and human made systems.

1 Understand and explain selected natural and human made systems.
2 Identify the characteristics of models and theories.
3 Understand and explain selected models and theories related to physical and human geography.
4 appreciate the importance of and apply models and theories in studying natural and human made environments.

G.9.5. Understand Canada's relationship with the global community.

1 Analyze and appreciate the variety of links (e.g. cultural, economic, political) that Canada has with the global community.
2 Appreciate Canada as a country distinct from others.
3 Understand the changing nature of relationships of people and environments around the world.
4 Recognize the contributions of people of various cultures and backgrounds to their respective societies.

GUIDANCE

N.9.1. Uses appropriate study skills.

1 Organizes work effectively.
2 Organizes time effectively.
3 Uses effective study methods.

N.9.2. Accesses and uses relevant information for educational and career planning.

1 Identifies available educational choices.
2 Identifies academic strengths.
3 Makes appropriate course selections for grade 10.
4 Explores career opportunities.
5 Develops a personal resume.

N.9.3. Recognizes the benefit of self awareness.

1 Identifies own interests and strengths.
2 Collects information about self and achievement in school, and uses this to set goals.
3 Identifies the characteristics which make her/him a unique person.

N.9.4. Uses Appropriate social skills.

1 Demonstrates the communication skills necessary to work with others.
2 Understands the practices rules and behaviour codes of the school that are required to promote good relationships.
3 Recognizes and respects the uniqueness of others.
4 Identifies peer pressure and responds with personal integrity.

HISTORY

H.9.1. Understands and applies historical concepts.

1 Examines the process of change and its effects on the present.
2 Relates 'cause and effect' to significant events in Canadian history.
3 Illustrates the sequential nature of events and ideas.
4 Contrasts different methods of conflict resolution.
5 Interprets historical information for bias and point of view.

H.9.2. Acquires, processes, and communicates historical information.

1 Use a variety of sources to locate and select needed information
2 Uses information in an organized and logical manner.
3 Communicates effectively.

H.9.3. Understands the structure and functions of political and legal institutions in Canada.

1 Demonstrates civic responsibility.
2 Demonstrates an understanding of power relationships among individuals, within groups, in society and in the world.
3 Demonstrates an understanding of due process of law.

H.9.4. Uses knowledge of the Canadian past to gain insight into the present and the future.

1 Applies information on French English relations to present day political problems.
2 Develops strategies for resolving Native concerns in modern day Canada.
3 Incorporates information about past Canadian-American relations to present day Canada.
4 Relates modern day Canadian political institutions to their British origins.
5 Understands Canada's role in international affairs and the global economy.
6 Demonstrates an understanding of some past and present interrelationships among business, labour and government.

H.9.5. Understand the influences of diverse peoples on Canadian development.

1 Analyze the role of immigration in the development of Canada.
2 Demonstrates an understanding of the challenges that faced various immigrant groups.
3 Analyze the effect of cultural diversity on attitudes of Canadians to immigration.

INTRODUCTION TO KEYBOARDING

K.9.1. Uses technology appropriately to access, mange, analyze, and disseminate information.

1 Demonstrates correct touch-typing techniques.
2 Inputs information at a rate of speed necessary to communicate effectively.
3 Inputs information at a level of accuracy necessary to communicate effectively.
4 Sets and achieves realistic individual goals to enhance his/her speed and accuracy skills.
5 Uses appropriate word processing software in the collection, storage, processing and communication of data.

K.9.2. Creates documents using various keying formats.

1 Creates centred copy using automatic commands.
2 Organizes data in simple tabular formats.
3 Produces personal and business style letters with accompanying envelope or address label.
4 Prepares a correctly formatted resume and files it electronically for future use.
5 Prepares an essay or report formatted to accepted standards for his/her school.

MATHEMATICS

M.9.1. Applies problem solving strategies to both new and familiar situations.

1 Applies a variety of problem solving strategies, singly or in combination.
2 Communicates solutions effectively.
3 Estimates the answer to a problem before starting and judges the reasonableness of solutions
4 Poses and extends problems.

M.9.2. Demonstrates and applies accurate computational skills.

1 Uses mental mathematics and estimation to make decisions.
2 Uses appropriate methods of computation involving whole numbers, decimals, and fractions and applies them in problem solving situations.
3 Uses appropriate methods of computation involving integers and rational numbers and applies them in problem solving situations.
4 Evaluates powers and square roots and applies the Pythagorean Theorem.
5 Uses the concepts of ratio, scale drawing, rate, and percent and applies them in problem solving situations.

M.9.3. Recognizes and applies the properties of two and three dimensional figures.

1 Applies angle relationships in polygons, circles, and intersecting, parallel, and perpendicular lines.
2 Performs geometric constructions using a variety of techniques.
3 Identifies and describes the properties of 2-dimensional shapes such as line and rotational symmetry and congruent and similar figures.
4 Identifies and sketches three dimensional objects and constructs them from their top, side, and front views.
5 Identifies and applies transformations.

M.9.4. Develops, identifies and applies the procedures for measurement.

1 Demonstrates a knowledge of the metric system and makes conversions within the system.
2 Develops and applies formulas for the perimeter and area of figures bounded by straight lines.
3 Develops and applies formulas for the surface area and volume of simple solids.

M.9.5. Uses patterning and algebra to solve problems.

1 Develops the concepts of a variable, an expression, and an equation.
2 Manipulates algebraic expressions and applies the distributive property.
3 Solves linear equations by informal and formal methods and solves problems using equations.
4 Substitutes into formulas and expressions and simplifies the resulting expression.
5 Graphs relations.

M.9.6. Collects, organizes, displays and interprets data.

1 Uses various methods to collect data from and variety of sources.
2 reads and analyzes tables, charts and graphs.
3 Determine the mean, median and mode of collected data.
4 Constructs bar, line, and circle graphs to represent data.
5 Determines the probability of events both theoretically and experimentally.

MUSIC

U.9.1. Understand and apply the language of music.

1 Write music using appropriate notation.
2 Read music with accuracy.
3 Interpret signs, symbols, terms.
4 Apply the elements of music.
5 Identify musical components, concepts, characteristics through listening.

U.9.2. Communicate through music.

1 Perform music with accuracy.
2 Perform independently and collaboratively.
3 Translate symbols into sounds and sounds into symbols.
4 Create music that is cohesive and expressive.

U.9.3. Respond and evaluate a variety of musical works.

1 Listen with focused attention.
2 Analyze and interprets elements of music using appropriate language.
3 Analyze and interpret elements of performance using appropriate musical language.
4 Express aesthetic appreciation of music (intellectual and emotional).
5 Demonstrate critical thinking in the evaluation of music.

U.9.4. Demonstrate an understanding of the function and universality of music.

1 Make informed cultural and historical judgments.
2 Function?
3 Universality?

PHYSICAL AND HEALTH EDUCATION

P.9.1. Demonstrates competence in many different forms of physical activity

1 Performs "mock situation" acquired self defense skills that could be applied in a "real situation".
2 Demonstrates both basic and complex movement patterns in many different physical environments.
3 Demonstrates both basic and complex projection and reception techniques, with and without an implement.

P.9.2. Assesses, achieves and maintains physical fitness.

1 Able to perform activities to maintain target heart rate.
2 Understands how frequency, duration and intensity of exercise affect cardiovascular development.
3 Able to explain to others the importance of warm-ups.
4 Knows the benefits of stretching exercises.

P.9.3. Understands the components of an active, health lifestyle.

1 Recognizes that regular physical activity should be a life long commitment.
2 Demonstrates a willingness to participate at maximum potential.
3 Demonstrates the desire to achieve one personal best with each performance.

P.9.4. Understands rules, strategies and appropriate behaviour for selected activities.

1 Follows rules in order to make participation enjoyable for everyone.
2 Accepts victory / defeat in a manner that is respectful to all participants.
3 Demonstrates a knowledge of the rules, regulations and proper etiquette of selected activities.
4 Demonstrates game sense by using appropriate strategies.
5 Understands and applies the safety rules of selected physical activities.

P.9.5. Contributes as a group member to positively motivate and influence others.

1 Demonstrates an ability to work with others to achieve a common goal.
2 Works as a productive team member.
3 Recognizes the effort that others make in attaining the group's goals.
4 Demonstrates the ability to be a participating member of a group.

P.9.6. Demonstrates the ability to use relevant information to make personal choices about health, lifestyle and relationships.

1 Knows the benefits of exercise and how these benefits relate to dealing with stress.
2 Participates in activities that contribute to reduction in tension and stress.
3 Able to identify and assess factors that influence personal decision making in relation to: sexuality, sexual abstinence, peer pressure, sexually transmitted diseases, substance use and misuse.

SCIENCE

S.9.1. Locate, retrieve, process and communicate existing scientific information from a variety of sources.

1 Gather data from a wide variety of sources, analyze and interpret this data.
2 Develop presentations using the advanced features of multimedia techniques.
3 Enter and retrieve data with high levels of accuracy.
4 Ask questions and pursue answers through independent inquiry and research, and communicate their findings in a variety of formats and to a variety of audiences.
5 Demonstrate a positive attitude towards mathematics, science, and technology.
6 Use calculators and computers to explore patterns and relationships, and solve problems.

S.9.2. Use science problem solving strategies and processes individually and cooperatively to investigate the world experimentally.

1 Look for and define a problem, or ask questions about an unsettled matter, then formulate a solution or explanation after careful consideration of possible alternatives.
2 Plan and design an experiment to safely demonstrate a relationship / principle previously studied or to test a temporary explanation of a problem.
3 Safely assemble, use and dismantle a variety of tools and laboratory instruments.
4 Make and record observations (including measurements and drawing) to accurately and objectively describe subjects or reactions being studies.

S.9.3. Apply fundamental concepts, laws, principles, and skills of science that contribute to a scientific and technological world.

1 Understand scientific concepts associated with natural and man-made environments.
2 Be able to use and evaluate scientific models and theories.
3 Analyze products, processes and systems using scientific laws, principles and skills.
4 Identify the relationship between various technologies and their underlying scientific principles.
5 Be able to use scientific skills and knowledge to investigate societal issues.

S.9.4. Make informed decisions on societal issues based on an understanding of the principles of science, mathematics and technology.

1 Identify and formulate problems and propose, discuss, communicate, and apply possible solutions relating to societal issues.
2 Work individually and in groups to investigate and make decisions about personal and societal problems.
3 Describe different models used to interpret phenomena.
4 Evaluate a variety of perspectives before making judgments.
5 Identify and describe problems related to interrelationships in nature and suggest solutions.
6 Identify and discuss the practical values of materials and tool used in solving technological problems.

S.9.5. Use with accuracy, language, models, symbols of mathematics, and science technology in appropriate contexts.

1 Tabulate data and record observations to an acceptable degree of details and accuracy.
2 Organize information using a variety of methods, technologies and models; sketches, graphs, checklists and charts.
3 Share information and express ideas using suitable scientific and technological vocabulary.
4 Use appropriate oral, written and pictorial symbols to communicate scientific and technological information.

S.9.6. Explain and evaluate relations between humans and the natural environment and show an understanding of the need to preserve the latter.

1 Use models and theories to explain how organisms interact with the environment.
2 Identify and describe environmental problems and offer possible solutions.
3 Predict changes in the environment by analyzing processes and trends.
4 Identify environmental values and communicate theme to a meaningful audience.

TECHNOLOGICAL EDUCATION

T.9.1. Demonstrate the use of technological concepts

1 Use various materials and procedures in production.
2 Identify the relationship and application of technological concepts and systems to the needs of society.
3 Understand technological structures, devices, mechanisms, complex systems and machines, and describes their operation in appropriate language.
4 Relate technological issues to commercial enterprises, manufacturing and service industries as well as to everyday life.
5 Interprets technical manuals and instructions.

T.9.2. Apply creative problem-solving strategies in the design process.

1 Recognize a need or opportunity.
2 Generate ideas individually and/or cooperatively.
3 Develop a plan of action.
4 Produce desired results that meet functional and aesthetic requirements.
5 Develop a product or system which matches the original intention and need.
6 Make modification to the product, process or system to incorporate new ideas and overcome deficiencies.

T.9.3. Demonstrate the ability to work both cooperatively and independently.

1 Carry out agreed responsibilities within a time schedule.
2 Participate in co-operative learning and shared enterprises.
3 Perseveres with team work and negotiations to resolve differences of opinion.
4 Develop and utilize time management skills.
5 Prepare personal explanations of solutions.
6 Carry out all responsibilities to completion.

T.9.4. Describe ways in which technology influences the environment and society.

1 Explain environmental consequences of technological processes and product.
2 Describe the impact of technological developments on society and on the economy.
3 Demonstrate waste reduction and recycling practices.
4 Use mathematical, scientific and technological knowledge and skills to investigate environmental issues.
5 Investigate the ethical, social and economic issues involved in developing and applying technologies.

T.9.5. Use various resources and technologies to process and communicate information.

1 Use established technical terms and symbols of planning, organizing and communicating ideas.
2 Use diagrams, drawings, simulations, models and role playing throughout the designing and production stages.
3 Present outcomes in oral, written and graphical forms.
4 Gather, analyze, and interpret information from a variety of sources, make decisions based on it, and communicate these findings using appropriate media.
5 Use computerized systems to process information and to develop multi-media presentations.

T.9.6. Demonstrate safe shop practices and procedures.

1 Safely use and maintain shop tools and equipment.
2 Follow proper shop housekeeping procedures.
3 Exhibit appropriate behaviour while working in the shop.
4 Employ environmental safety procedures in the handling and use of various materials.

VISUAL ARTS

V.9.1. Produce and communicate through visual art.

1 Plan, produce and share art work individually and cooperatively using various media and ways of representing images.
2 Expresses thoughts, ideas and feelings through the language of visual arts (elements of design, principles of composition)
3 Works within the daily routines of the visual arts program.

V.9.2. Respond to and evaluate a variety of art works.

1 Describe, analyze, interpret and judge a variety of art works.

V.9.3. Understand the history and the role of visual arts.

1 Identify the contributions to visual arts made by Canadian artists.
2 Demonstrate an awareness of the global influences on Canadian and international art.
3 demonstrates an awareness of the varying cultural, social and political roles of visual arts in relation to the artist, the viewer and the student's experiences.

Appendix IV

DRAFT

SAMPLE

LEARNING OUTCOMES

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

LEARNING OUTCOME CODE	M.9.3.1

AREA OF STUDY	Mathematics	GRADE	9

REPORTING STATEMENT	3	The student recognizes and applies the properties of two and three dimensional figures.

LEARNING OUTCOME #	1

Applies angle relationships in polygons, circles, and intersecting, parallel and perpendicular lines.

SUGGESTED LEARNING/TEACHING STRATEGIES

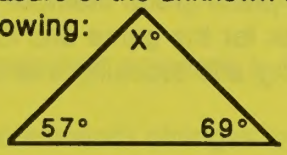
•Cut out a paper acute angled triange. Tear off angles and align them to make a straight line. Repeat for a right triangle and an obtuse angled triange.

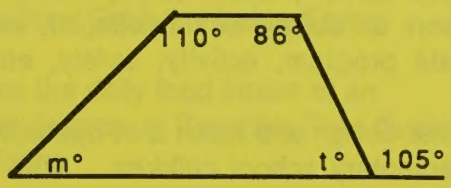
•Use a protractor to measure the interior of several triangles. Find the sum of the interior angles. Generalize the result for all triangles.

•Divide a quadrilateral into two triangles. Find the sum of the interior angles of a quadrilateral. Continue process for a pentagon, hexagon, octagon, and decagon.

INDICATORS OF SUCCESSFUL STUDENT PERFORMANCE

The student is able to calculate the degree measure of the unknown angles as in the following:





THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

LEARNING OUTCOME CODE	P.9.5.1

AREA OF STUDY	Physical and Health Ed.	GRADE	9

REPORTING STATEMENT	5	Contributes as a group member to positively motiviate and influence others.

LEARNING OUTCOME #	1

Demonstrates an ability to work with others to achieve a common goal.

SUGGESTED LEARNING/TEACHING STRATEGIES

•refer to Cooperative Games Resources (T. Orlick, etc.) to involve the class in cooperative games

•small groups of students may design cooperative tasks for the class and then lead the class through the tasks (each group member contributes a rule or task for the game and is responsible for explaining and teaching this to the class)

•all tasks do not have to be physical-students may work on bulletin board collages, etc. to illustrate program, activity, safety, etc.

•students design and teach a co-operative game for elementary school children

INDICATORS OF SUCCESSFUL STUDENT PERFORMANCE

•teacher observation-is the student able to work with the group in a positive way

•do peers recognize and appreciate the contributions of each member of the group to the cooperative task

•students evaluate their own design of a cooperative game and include suggestions for improvement

•final copy of the cooperative game listing the role of eahc participant in the group

•realistic sel-evaluation on their individual and group contribution to the elementary school cooperative game

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

LEARNING OUTCOME CODE	F.9.4.2

AREA OF STUDY	Family Studies	GRADE	9

REPORTING STATEMENT	4	Uses decision-making skills and problem solving strategies in a family context.

LEARNING OUTCOME #	2

Displays knowledge of Canada's Food Guide to Health Eating.

SUGGESTED LEARNING/TEACHING STRATEGIES

Refer to Grade 9 Family Studies Curriculum

•Smart Food Choices-Res. #2.1 to #2.17

•Sports and Nutrition-Res. #3.1 to #3.11

•Taking Control:Developing Health Habits-Res. #5.1 to #5.5

INDICATORS OF SUCCESSFUL STUDENT PERFORMANCE

•use a short case study, write a daily menu for an individual

•selects from foods provided, those that would constiute a well-balanced, nutritious meal

•plans and prepares a simple, nutritious meal

•recommends changes to a sample daily menu in order to better meet the requirements of Canada's Food Guide to Healthy Eating

•evaluates the daily food intake of an adolescent in terms of Canada's Food Guide to Health Eating

•analyzes own eating habits and prepares a personal plan for changes to better meet Canada's Food Guide to Healthy Eating

•demonstrates by personal food choices, application of Canada's Food Guide to Healthy Eating to own daily eating

In Common

MINISTRY OF EDUCATION AND TRAINING

Ontario

VOLUME 1, NUMBER 4, MARCH/APRIL 1994

Career/Work Education

Students of all ages have a natural interest in what their parents, friends, and relatives *do* all day. Educators know that equipping students to live and work in a changing world is of the utmost importance. We hear almost daily from business, industry, and the community at large that students are not being adequately prepared for the high-tech jobs and career changes of the future. We also hear about the need for greater equity of access to career opportunities, so that a greater number of female, francophone, Aboriginal, and visible-minority students, as well as students who are economically disadvantaged or physically disabled, will be able to enter occupations that are well paid and offer security and prestige.

To meet these challenges, educators have developed a variety of programs in such areas as school-work transition, technological education, employability skills, and cooperative education. But these programs tend to reach only some students. Cooperative education, for example, is highly successful, but only about 25 per cent of senior secondary students are currently enrolled. Much more needs to be done for all students in elementary and secondary schools.

The Common Curriculum, Grades 1–9 emphasizes career/work education. One of its ten cross-curricular learning outcomes states that by the end of Grade 9 students will "value work and learning of all types not only for their practical benefits but also for the sense of purpose and satisfaction that they can bring, and be able to develop relevant, well-prepared plans for entering the work force or continuing their education." Like the other common curriculum cross-curricular outcomes, this outcome is to be a focus of the entire

(continued on next page)

Professional Literature on Assessment and Evaluation

Implementing *The Common Curriculum* requires teachers to use a broad range of assessment techniques and to shift the emphasis in assessment from "what has been covered or accomplished" to "how well the performance meets the stated outcomes and preset standards."

The September and November/December 1993 issues of *In Common* contained articles on assessment and evaluation. A number of readers have asked for information about the body of international literature on these topics. Some sources that may be helpful are listed below. Reference should also be made to the ministry's *Transition Years: Preliminary List of Resources, 1992.*

Suggested journal issues

Educational Leadership 50, no. 8 (1993).

Orbit 24, no. 2 (1993).

Suggested articles

Bonstingl, John J. "The Bell Curve Meets Kaizen". *Schools of Quality: An Introduction to Total Quality Management in Education.* Alexandria, Virginia: Association for Supervision and Curriculum Development, 1992: 1-5.

Spady, William G. "Shifting the Grading Paradigm That Pervades Education". *Outcomes* 9, no. 4 (Winter 1990-91): 39–45.

Stiggins, Richard J. "Assessment Literacy". *Phi Delta Kappan* 72, no. 7 (1991): 534-39.

Vickery, Tom Rusk. "Assessment in Outcome-Based Education". *Quality Outcomes-Driven Education* 2, no. 4 (1993): 19-22.

In Common is a newsletter produced by the Ministry of Education and Training to communicate information about the implementation of *The Common Curriculum, Grades 1–9* and to encourage feedback from schools and their communities. Such feedback will be used to revise the document and make it more responsive to the needs of the communities in which it is used. *In Common* will be produced approximately every two months.

Cette publication est également offerte en français sous le titre suivant : *En commun.*

Career/Work Education *(continued from front page)*

school program to the end of Grade 9 and the responsibility of all school staff in all program areas.

To enable students to achieve the outcome, *The Common Curriculum* identifies specific related learning outcomes in all four core program areas. In Self and Society, for example, by the end of Grade 3 students should be able to "compare a variety of occupations in the school and community." In the Arts, students should be able, by the end of Grade 6, to "recognize that there are employment and career opportunities in the fine, commercial, and applied arts." In Mathematics, Science, and Technology, by the end of Grade 9 students should be able to "examine their own interests, aptitudes, and abilities in relation to a variety of career and work opportunities and investigate the role of mathematics, science, and technology in these occupations." In Language, by the end of Grade 6 students should be able to "write to record their own thoughts, feelings, and interests." To design learning activities that will achieve such career/work education outcomes, teachers of Grades 1 to 9 need the help of people in their community. For example, a Grade 4 teacher cannot easily acquaint students with the variety of jobs that are done in a museum without the assistance of the people who work there. Though it may not be easy to arrange the first time, contact with as many different types of museum workers as possible should be an important part of a trip to the museum. Teachers stand to gain a great deal of personal satisfaction from helping their students interact with adults in a range of environments.

Teachers will find it useful to keep in mind four basic principles when determining how career/work outcomes can be achieved.

1. Career/work education is part of the total school curriculum, not a subject taught in isolation. For example, geographical knowledge can help students better understand the connection between environmental conditions and social and economic (and career) opportunities. Historical knowledge can help students learn about the economic phenomena that affect present and future patterns of work.

2. Planned out-of-classroom experiences, beginning when students enter school, are a key element in career/work education. Students' natural curiosity about the world is stimulated by such experiences. Many field trips/activities that are already planned as a regular part of students' school life can be modified to meet the career/work education requirements of the common curriculum. For example, a trip to the museum, the zoo, the outdoor-education centre, the local creek, etc., can also be an opportunity to meet the many different people who work at these sites, and can lead to discussions of the similarities and differences between the occupations encountered and the interests of the students. The community is usually very supportive of such initiatives, as the response to cooperative education programs shows.

3. Career/work education includes activities that broaden students' knowledge about the occupations associated with a particular environment, project, or issue. For example, contact with engineers, technicians, environmental lawyers, and politicians, among others, could be part of a unit on hazardous-waste management. Such opportunities can help students appreciate the multiplicity of possible occupations and the many ways in which their own interests and abilities could be used throughout their careers.

4. Career/work education should address the academic, social, and career-development needs of children. The whole child, including his or her aspirations, interests, vocational maturity, and career-exploration skills need to be considered if we are to plan effective educational programs. All children, from the time they begin school until they leave, should be expected to explore the range of career/work opportunities that exist and helped to relate those opportunities to their knowledge of themselves.

Career/work education is not an "add-on" to an already crowded program. Much can be done by integrating career/work themes into various existing school activities. With the help of parents, members of the community, and career-centre, guidance, and cooperative education staff, teachers can adjust their programs to include learning about work and career opportunities.

Through the Education-Work Connections Project, the ministry will be developing resources and providing training opportunities over the next 18 months to help teachers and their partners in the community implement school-work transition and career education programs. The first resource, "Ontario Prospects", was distributed to all Grade 11, 12, and OAC students and elementary school principals in February. Several school boards, career centres, and professional associations have also developed resources and identified contact people who can assist with career/work education.

For information on career/work education in the curriculum, contact Marion Levi, Access and Equity Team, Ministry of Education and Training, 416-314-0347; fax: 416-325-2552. To obtain information on the Education-Work Connections Project, or to let us know about the types of resources you would like, contact Grant Clarke, Access and Equity Team, 416-325-2518; fax: 416-325-2552. For information about career centres, contact Carol Tumber, Association of Career Centres in Education Settings, 416-391-6950; fax: 416-394-3869. For more information on career/work education, contact Trish Loraine, Ontario School Counsellors' Association (OSCA), phone/fax: 416-449-9321, and Gay Kleiber, Ontario Cooperative Education Association (OCEA), 905-738-5441; fax: 905-660-7450.

What Happens to Your Comments?

A working committee of representatives of teachers' federations, supervisory officers' associations, and the ministry is analysing your responses to *The Common Curriculum, Grades 1–9*. Committee members have significant practical curriculum expertise in the four core program areas. Expertise and leadership in research methodology are being provided by Dr. Lorna Earl, Research Director, Board of Education for the City of Scarborough.

The committee's chief task is to review the responses and analyse them in order to identify main themes and issues. The committee will provide recommendations to the ministry for revising *The Common Curriculum*, based on its analysis of the responses.

The committee held its first meeting in October 1993 and has met for about two days each month since then. In the beginning it concentrated on developing a common understanding of its task and establishing the timelines for the project. The committee discussed ways to encourage responses to *The Common Curriculum* from as wide a spectrum of respondents as possible. It also refined the kinds of questions to be included in the invitation to respond.

The committee discusses, on an ongoing basis, issues related to outcomes-based education, assessment and evaluation, integrated programming, and other aspects of implementation. The committee evaluates each of its meetings and the review process to ensure that work continues to be effective.

All your responses are summarized and recorded in an electronic database. The committee spends a significant part of its meetings reading and discussing your responses and the summaries entered in the database. Using the database, the committee can produce a report that outlines all the comments received on a particular topic. For example, reports can be generated showing all the comments about the ten cross-curricular outcomes or about issues such as antiracism and ethnocultural equity. Analysing these reports and developing recommendations have become a progressively greater part of the committee's work.

Because the committee must complete its analysis and make its recommendations by the end of June, it needs to receive your responses by May 1. Revision of *The Common Curriculum, Grades 1–9* will take place during the summer and will involve members of the review committee. An updated version of the working document is expected to be released in December 1994.

A Word From the Middlesex Board

An effective classroom is one in which students are engaged in the kinds of thinking that enhance learning. The Middlesex County Board of Education (MCBE) has kept this in mind when implementing *The Common Curriculum, Grades 1–9*.

All principals in MCBE have received three days of training in the use of the Dimensions of Learning (DOL) model for instructional planning. The model provides a powerful framework for planning interdisciplinary, outcomes-based units of study that help students to acquire, extend, and use knowledge and to develop positive attitudes and habits of mind. Teachers in several schools are already using the DOL model in planning units for their classrooms.

At this time, implementation of *The Common Curriculum* in MCBE does not involve rewriting curricula. Instead, teachers use the policy document when planning learning experiences for students. The DOL model incorporates the principles of learning, teaching, curriculum focus, and assessment outlined in *The Common Curriculum, Grades 1–9*. This school system is using the DOL model to ensure that students achieve the learning outcomes that *The Common Curriculum* identifies as important for life in a changing world.

Clearing House of Resource Materials

A new provincial service, the Clearing House of Resource Materials, will be in operation in time for the next school year. It is an independent service supported by the Ministry of Education and Training and operated in partnership with teachers' federations, trustee associations, and supervisory officers' associations.

The Clearing House will serve as the point of contact for boards and other groups and individuals requesting information about curriculum resource materials. Initially, it will focus on Grades 7 to 9, and later it will include all elementary and secondary education. The Clearing House will encourage the sharing of curriculum and resource materials developed by teachers, boards, and federations, provide easy access to information about these materials at low cost, and encourage the cooperative development of materials.

Print and electronic versions of a catalogue of available materials will be ready for the next school year. The catalogue will include information on ordering. Keep watching for further information.

Areas of Emphasis	Strategies	Responsibility	Timelines
Communication of the Report	Provide copies of the Report to: Area Supervisors Area Teams Principals Teachers	Formative Years Coordinator	June 1993
	A.E.R.O. Association of Educational Researchers of Ontario O.E.R.C., Ontario Educational Research Council Ministry of Education	Program Research Analyst	June 1993
	Present the Report to: Program Management Committee Program Department	Program Research Analyst & Formative Years Coordinator	November 1993
	Area Teams	Curriculum Consultants	September 1993
	Teachers & Administratiors	Coordinators & Curriculum Consultants	
	O.E.R.C., Ontario Educational Research Council	Program Research Analyst, Formative Years Coordinator	December 1993
	Summarize the Report for: Principals and Vice Principals Teachers	Program Research Analyst & Formative Years Coordinator	September 1993- on-going
	Write a newspaper article for the Spectator	Christine Cox	May 1993
Spelling Sense	Complete the writing, editing of the document	Early & Formative Years Coordinators, Curriculum Consultants	June 1993
	Present to: Program Management Committee Program Department	Formative Years Coordinator	September 1993
	Principals and Vice Principals	Curriculum Consultants	
	Provide awareness sessions for teachers in all elementary schools	Curriculum Consultants	October 1993-on-going
	Provide awareness sessions and practical applications for ESL teachers	Curriculum Consultants	February 1994
	Translate the document into French	A. Cliffe, T. Gallagher, J. Hill, M.J. Tyczynski, C. Youngblud	January to April 1994
	Present the Adaptation Française to all French Immersion teachers, principals and vice principals of French Immersion schools	A. Cliffe, T. Gallagher	May to June 1994
Implementation Guides for Teachers & Administrators	Review levels of use	Curriculum Consultants, Elementary School Principals	Fall 1993
Language Literacy	Make presentations to parents and the community	Early & Formative Years Coordinators, Curriculum Consultants	Fall 1993-on-going
	Write fact sheets for parents	G. Brock Woodland, Early & Formative Years Coordinators	May-September 1994
Common Curriculum, Grades 1 to 9	Compare the Common Curriculum and ***Growing Into Language***	Formative Years Coordinator, Curriculum Consultants	May 1994

Appendix II

Growing Into Language
School and Area Action
May 1993 – May 1994

Topic	Strategies
Spelling	• Provide ***Spelling Sense*** awareness sessions for: all elementary teachers all elementary principals and vice-principals • Present to parent groups • Provide follow up sessions: Spelling Games • Work with individual teachers in the classroom • Attend Brock University Spelling Symposium organized by Dr. Ruth Scott • Provide Area spelling conference with Jo Phenix • Provide Area spelling conference with Dr. Ruth Scott • Provide Area spelling series – 3 to 5 workshops for teachers, principals and vice principals
Growing into Language Implementation Guides	• Make presentations to principals and vice principals at curriculum updates • Make presentations to teachers at individual schools
School Based In-service	• Provide in-service on the following: Making books with children Using poetry in classrooms Using the vehicles in ***Growing Into Language***: Trips, Resource People, Books Oral Language Reading and the evaluation of reading Language Programs – Philosophy, Strategies, Program Planning for the Classroom Ways to improve student writing through editing Listening Balanced language programs
Assessment and Evaluation	• Provide Staff Development Workshops – 2 sessions • Provide Area workshop series – 3 sessions
Working with Individual Teachers	• Assist with language planning and implementation • Develop thematic units using the vehicles and checklists in ***Growing Into Language***
Research Projects	• Evaluate ***Student Writing – An Assessment Tool for Teachers:*** Maintaining a Writing Profile from JK through to Grade 6 • Develop and implement a student portfolio in Grade 1/2
Area Initiatives	• Present linguistic awareness workshops • Provide a series of workshops on co-operative learning • Translate Literature Response cards for French Immersion teachers • Establish a Whole Language Committee to develop pamphlets for the community on whole language, spelling and reading • Provide a reading workshop with Brenda Parkes • Collect and loan a variety of resources on spelling to support classroom initiatives

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AGENDA

PROGRAM COMMITTEE

1994 06 02

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

* 1. Policy Statement and Action Plan for the Literacy Across the Curriculum JK – OAC

2. Adult and Continuing Education 1993 Annual Report: **Page 1**

   .Independent Study Credit Program
   .Dofasco Project

3. Letter from Home and School re the 1994 02 03 Program Committee Meeting (Motion tabled at the 1994 05 10 Program Committee Meeting) **Pages 2 to 6**

NEW BUSINESS:

1. Report re Textbook and Learning Material Approval as per Circular 14 **Pages 7 to 17**

* 2. Report re Selection Policy Document

3. Impact of Downsizing Essential Services by Agencies and Clinics – Requested by Trustee Orban

4. Federal Assistance for Native Education Programs – Requested by Trustee Rogers **Pages 18 to 19**

5. Report of the Special Education Advisory Committee **Pages 20 to 30**

6. September Meeting Date **Page 31**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Report of the Special Education Advisory Committee **Pages 20 to 30**

***Reports will be distributed to the members via Courier on 1994 05 31.**

Date: 1994 06 02

To: Chairperson and Members
Program Committee

From: E. G. Bond
Superintendent of Program

Re: **Adult and Continuing Education 1993 Annual Report**

- **Independent Study Program**
- **Dofasco Program**

Report: Information/Decision

Background:

At the Program Committee Meeting of 1994 04 12 it was recommended that the Principal of Adult and Continuing Education make a final report to the Program Committee regarding the future viability of the Independent Study Program.

Issue:

To determine a method to provide a cost-effective delivery of the Independent Study Program.

Recommendations:

1. **The number of tutoring hours per week for each teacher in the Independent Study Program be reduced from nine to four.**

2. **The Independent Study Program will continue to be monitored on a regular basis.**

3. **The future of the Independent Study Program at Dofasco will be decided later in June, 1994.**

THE HAMILTON COUNCIL OF HOME AND SCHOOL ASSOCIATIONS

AFFILIATED WITH
ONTARIO FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

HAMILTON, ONTARIO

FOUNDED IN 1933

March 8, 1994

Mr. D. Goodridge
Secretary of the Board
Board of Education for
the City of Hamilton

Dear Mr. Goodridge

At the February meeting of the Hamilton Council of Home & School Associations, a motion was passed directing Council to write a letter expressing our concern regarding the accountability displayed at the Program meeting on February 3, 1994.

The report of the Provincial Grade 12 Writing Test 1991-1992 was presented at this meeting. The results for Hamilton appeared to be rather worrying. While we acknowledge the problems with many such tests and their interpretation, we as parents have few other indicators as to the quality of our children's education. Thus we are concerned that our two school superintendents had to be asked to return to the meeting to hear and reply to trustees' concerns. As they are ultimately responsible for school performance, we are puzzled that they did not ensure that they were present.

*An additional concern is that no individual school results were available. We do not want such results to denigrate a particular school. We see this as an opportunity to pinpoint problems that might occur in **one** section of a school, thereby triggering remedial action from the appropriate coordinator. School officials may keep these comparisons confidential, but this is not a valid excuse to ignore the potential of such a comparison.*

Yours sincerely

Laura Ludwin
Program Rep.

Eva Riis-Culver
President
Hamilton Council of
Home & School Associations

cc. Bert Allen
Judith Bishop

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

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Director of Education & Secretary

Directeur de l'éducation et secrétaire

March 31, 1994

Eva Riis-Culver
The Hamilton Council of
Home and School Associations
79 Homewood Avenue
Hamilton, Ontario
L8P 2N3

To the members of The Hamilton Council of Home and School Associations:

Recently, I received a letter from your President, Eva Riis-Culver, and Program Representative, Laura Ludwin expressing concerns regarding accountability displayed at the Program Meeting of February 3, 1994.

First, let me thank you for taking the time to bring this matter to my attention and for your continued interest in the welfare of our schools and programs.

I would agree with your members that student achievement on the Grade 12 Writing Test is an important issue. We, as a Board, are committed to providing programs that will support every student in reaching the language outcomes set out by the Ministry of Education.

In fact, as you have reflected in your minutes from the Home and School Meeting of February 21, we have made literacy a top priority. In May, our Program Department will present an action plan for a Literacy Across the Curriculum policy consistent with the mission statement and beliefs approved by our Board.

In your letter, you question the Board's reluctance to publish Grade 12 Writing Test results, by school, for purposes of comparison. In response, I would like to underline our position that student testing should always be carried out with the intent to support student learning. In addition to the fact that the Ministry of Education has advised boards against the publication of school results for purposes of comparison (please see attachment,) we believe that publishing the results would be neither a positive nor productive method of improving student writing skills. Indeed, it may have the effect of focusing attention on justification of results rather than encouraging schools to get on with the business of reviewing and improving programs. Instead, we have approved an action plan that involves both the system and the schools reviewing their results, and undertaking action where indicated by the results.

We do understand that parents have every reason to hold schools responsible for the quality and outcomes of their writing programs. With that in mind, each school will be analyzing students' results on the Grade 12 Writing Test and will be taking appropriate action to improve or refine the writing program.

.../2

Mailing Address
P.O. Box 2558
Hamilton, Ontario
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C.P. 2558
Hamilton (Ontario)
L8N 3L4

Each secondary school principal, therefore, should be able to outline the school's writing program goals. Parents are invited to ask their school principal the following questions:

- What are the goals of the school's writing program?
- What are the expected outcomes at particular grade levels?
- Has the school reviewed its results from the Grade 12 Writing Test?
- Considering results of the Writing Test, what changes are being considered for the school's writing program?
- How can we, as parents, be involved in supporting these initiatives?

In closing, I wish to respond to your concerns about the attendance of the superintendents of schools during discussions on the Grade 12 Writing Test results. Please be assured that the superintendents gave serious consideration to the Grade 12 Writing Test results as part of Senior Management's review of the Program Department report, before its presentation at Board.

I am also aware of the importance of the superintendents of schools in evaluating school performance, and of the value of their input and response at Board meetings. In this regard, I am very pleased with the superintendents of schools' performance. As you can appreciate, there are an increasing number of school and student needs that must be accommodated by both Mr. Quinn and Mrs. Nicholls. They have an outstanding record in meeting student and staff needs and in making decisions appropriately to balance increased responsibilities.

For their information, however, I have forwarded copies of this communication and your letter.

I hope I have been able to answer your concerns and that you will feel welcome to contact our Superintendent of Program, Elizabeth Bond, or Bill Manson, English Co-ordinator, if you require further information.

I look forward to a continued working partnership with parents and the Hamilton Council of Home and School Associations. Again, thank you for your strong support of public education.

Yours sincerely,

Don Goodridge

Donald W. Goodridge
Director of Education

:jlm
Attachment

cc: B. Allen
R. Mulholland, Home and School Trustee Representative
M. Quinn
N. Nicholls
B. Bond
B. Manson

9) Q. Can the results of a provincial review be used to compare individual schools?

A. No. This is not the purpose of the Provincial Review. Each school board and school must identify and interpret its strengths and weaknesses in the context of its local community. It is inappropriate to publicly rank schools on the basis of achievement results because of the large number of factors that affect achievement, some of which the school cannot influence. For example, student populations will vary from school to school – a school that has a class of students enroled in an enrichment program might expect better results than another school. A higher average student achievement score in a given school does not necessarily mean that this school has a better program than a school with a lower average.

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Director of Education & Secretary

Directeur de l'éducation et secrétaire

1994 04 26

Eva Riis-Culver, President,
Laura Ludwin, Program Representative,
Hamilton Council of Home and School Associations
79 Homewood Avenue,
Hamilton, Ontario L8P 2N3

Dear Eva Riis-Culver and Laura Ludwin:

Your letter of 1994 03 08 was considered at the 1994 04 21 meeting of the Board of Education for the City of Hamilton and the following motion was approved:

> "That the correspondence from the Hamilton Council of Home and School Associations re Program Committee meeting of 1994 04 03 be referred to the Program Committee."

Members agreed to refer your letter on the understanding that the issue before the Program Committee will relate to the concerns regarding the Grade 12 Writing Test results. Trustees are aware that I corresponded with you regarding the comments about the two Superintendents of Schools.

Yours truly,

D. W. Goodridge,
Director of Education
and Secretary

cv

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Date: 1994 06 02

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program

Re: **Textbook and Learning Material Approval as per Circular 14**

Report: Information/Decision

BACKGROUND

Circular 14 is an annual publication issued under the Education Act that provides a list of texts approved by the Ministry of Education and Training for use in Ontario schools.

Provision is also made for local selections in those subject or program areas where there is no Circular 14 listing or where supplementary texts or materials or reference books are required. In all cases the selections must be approved by Board resolution.

ISSUE

To provide trustees with information regarding text and learning material requests submitted for use in elementary and secondary schools.

To determine trustee approval of textbooks and learning material selections requested for use in elementary and secondary schools.

RECOMMENDATIONS

That the names of the texts and learning materials as listed be approved for use in elementary and secondary schools and be added to the existing list of texts and learning materials previously approved by the Board of Education for the City of Hamilton.

RATIONALE

The following is the explanation of approval codes (APPR CODE) as listed:

Appr. Code	Explanation
1	Ministry's Circular 14 approval or Ministerial Letter of Approval.
2	Approval under provision "3B" of Circular 14 and the regulations allowing for local option by the Board. e.g.: English Literature, Literature Français, Literature in Modern Languages, The Classics.
3	Supplementary text/material. e.g.: Drill/Exercise books, kits, lab manuals, readers.
8	Class-set approval.
9	Reference book approval (2-10 copies only) including teachers' editions.

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
002 BUSINESS STUDIES							
ACCOUNTING:BASIS FOR BUSINESS DECISIONS 1-15A	MCGRAW-HILL RYERSON	WKSHEETS	3	6TH	MHR 1991	16.50 PK	13912
INTRODUCTORY ACCOUNTING	NELSON CANADA LTD	WRKBK	3		WIL 1990	10.00	14548
WORLD OF COMPUTERS	NELSON CANADA LTD	TEXT	8	2ND	WIL 1991	31.50	14530
003 COMPUTER STUDIES							
DBASE IV 3 1/2	ADDISON WESLEY CANAD	STUDENT	8		ADD 1991	54.00	14266
DBASE IV 5 1/4	ADDISON WESLEY CANAD	STUDENT	8		ADD 1991	57.50	14258
010 ENGLISH LANGUAGE AND LITERATURE							
FIVE DAYS OF THE GHOST	NATIONAL BOOK	TEXT	8		NBS	4.50	14332
GALLAXIES III	ADDISON WESLEY CANAD	ST GD	3		ADD 1992	18.00	20008
GALLAXIES III	ADDISON WESLEY CANAD	ANTHOLOGY	8		ADD 1992	26.00	19984
ILLUSTRATED MAN	NATIONAL BOOK		2		NBS 1969	4.50	14431
IN CONTEXT 3	NELSON CANADA LTD	ANTHOLOGY	8	2ND	NEL 1990	28.00	20172
IN CONTEXT 3: RESPONSES	NELSON CANADA LTD	ST BK	3		NEL 1991	15.00	20230
PERSPECTIVES IN WRITING 3	HARCOURT BRACE & CO.	RES BK	9		HBJ 1992	21.50	20362
PERSPECTIVES 3	HARCOURT BRACE & CO.	ANTHOLOGY	8		HBJ 1991	21.50	20354
WRITING IN CONTEXT 3	NELSON CANADA LTD	ST BK	3		NEL 1992	16.00	20222
020 GEOGRAPHY							
CANADIAN OXFORD INTERMEDIATE ATLAS	OXFORD UNIVERSITY PR		8	2ND	OUP 1993	20.00	06742
030 HISTORY							
CANADA TODAY	PRENTICE-HALL CANADA	TEXT	8		PRN	40.00	14414
DROIT, LE	GUERIN EDITEUR LTEE	MANUEL (CA	9		GUE 1993	36.00	20420
045 FAMILY STUDIES							
WORLD OF FOOD	GINN AND COMPANY	TEXT	2		GIN 1984	39.00	14241
050 LANGUAGE: CORE PROGRAM							
COLLINS ROBERT FRENCH/ENGLISH DICTIONARY	THE FRENCH BOOKSTORE		8	93 ED	CHA 1993	37.00	35089
LAROUSSE ENGLISH/FRENCH DICTIONARY	THE FRENCH BOOKSTORE	TEXT	8	APOLLO	NBS 1991	14.00	14480

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
050 LANGUAGE: CORE PROGRAM							
PASOS Y PUENTES	GAGE DISTRIBUTION CO	TEXT	8		GAG 1989	62.00	14381
PASSAGES 3	ADDISON WESLEY CANAD	TEXT	2		ADD 1992	22.00	14506
VOCES Y VISTAS	GAGE DISTRIBUTION CO	TEXT	8		GAG 1989	62.00	14357
057 FRENCH IMMERSION							
AU REVOIR LES ENFANTS	THE FRENCH BOOKSTORE	TEXT	2		FBS 1993	27.00	14290
COLLINS ROBERT FRENCH/ENGLISH DICTIONARY	THE FRENCH BOOKSTORE		8	93 ED	CHA 1993	37.00	35089
L'INVISIBLE PUISSANCE	THE FRENCH BOOKSTORE	TEXT	2		FBS 1987	9.00	14274
080 SCIENCE							
CHEMISTRY: A HUMAN VENTURE II	IRWIN PUBLISHING INC	LAB MAN	3		IRW 1988	14.50	14514
CHEMISTRY:THE STUDY OF MATTER AND ITS CHANGES	JOHN WILEY & SONS CA	TEXT	8		WIL 1993	49.00	14985
UNDERSTANDING BIOLOGY OAC	C.V. MOSBY	TEXT	8	2ND	MOS 1991	44.00	14092
090 TECHNOLOGICAL STUDIES							
BUILDING CONSTRUCTION:MATERIALS AND METHODS	GAGE DISTRIBUTION CO	TEXT	3	REV METRI	GAG	40.00	10538
CARPENTRY AND BUILDING CONSTRUCTION	COPP CLARK LONGMAN	TEXT	8	REV	CCP 1982	52.00	14225
DESIGN AND TECHNOLOGY	NELSON CANADA LTD	TEXT	8		NEL 1989	26.00	20602
ELECTRICAL SYSTEMS TECHNOLOGY	MCGRAW-HILL RYERSON	TEXT	8		MHR 1986	40.00	20842
ENGINEERING DRAWING AND DESIGN	MCGRAW-HILL RYERSON	TEXT	8	3RD	MHR 1985	58.00	20693
FUNDAMENTALS OF TECHNICAL DRAWING	GAGE DISTRIBUTION CO	TEXT	8		GAG 1984	35.00	20719
HAND AND MACHINE WOODWORK	GAGE DISTRIBUTION CO	TEXT	3	METRIC	GAG 1994	30.00	10421
INTRODUCTION TO GRAPHIC ARTS	MCGRAW-HILL RYERSON	TEXT	8		MHR 1987	25.00	20651
MOSBY'S TEXTBOOK FOR NURSING ASSISTANTS	C.V. MOSBY	TEXT	8		MOS	40.00	20867
PROFESSIONAL BAKING	MCGRAW-HILL RYERSON	TEXT	8		MHR 1985	32.00	20859
PROFESSIONAL RESTAURANT SERVICE	MCGRAW-HILL RYERSON	TEXT	8	2ND	MHR	20.00	20636

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
005 PRIMARY							
A BILLY GOAT TOO LEVEL B	HARCOURT BRACE & CO.	THEMATIC P	9		HBJ 1993	159.35 PK	19679
ALONG WITH YOU LEVEL A	HARCOURT BRACE & CO.	THEMATIC P	9		HBJ 1993	163.60 PK	19562
AS THE STARS FADE LEVEL B	HARCOURT BRACE & CO.	THEMATIC P	9		HBJ 1993	165.70 PK	19620
AT THE STROKE OF MIDNIGHT LEVEL B	HARCOURT BRACE & CO.	THEMATIC P	9		HBJ 1993	159.40 PK	19661
BABY WHO GOT ALL THE BLAME DISCOVERY I	PRENTICE-HALL INC	6 ST BKS	8		PRN 1993	31.75	15560
BABY WHO GOT ALL THE BLAME DISCOVERY PHONICS I	PRENTICE-HALL INC	BIG BK	2		PRN 1993	33.00	15552
BABY WHO GOT ALL THE BLAME DISCOVERY PHONICS I	PRENTICE-HALL INC	STORY PACK	3		PRN 1993	69.50 PK	15503
BABY WHO GOT ALL THE BLAME DISCOVERY PHONICS I	PRENTICE-HALL INC	CASSETTE	3		PRN 1993	4.50	15594
BEST FRIENDS DISCOVERY PHONICS I	PRENTICE-HALL INC	STORY PACK	3		PRN 1993	69.50 PK	16527
BEST FRIENDS DISCOVERY PHONICS I	PRENTICE-HALL INC	6 ST BKS	3		PRN 1993	32.00	16683
BEST FRIENDS DISCOVERY PHONICS I	PRENTICE-HALL INC	CASSETTE	3		PRN 1993	7.25	16717
BEST FRIENDS DISCOVERY PHONICS I	PRENTICE-HALL INC	BIG BK	3		PRN 1993	33.00	16629
BUDDY BOOKS	GINN AND COMPANY	SET 4	S		GIN 1993	30.00 ST	14670
BUDDY BOOKS	GINN AND COMPANY	SET 3	3		GIN 1993	30.00 ST	14662
BUDDY BOOKS	GINN AND COMPANY	SET 2	3		GIN 1993	30.00 ST	14647
BUDDY BOOKS	GINN AND COMPANY	SET 1	3		GIN 1993	30.00 ST	14621
CANADIAN SPELLING PROGRAM II BK3	GAGE DISTRIBUTION CO	TEXT	3		GAG 1989	11.00	15024
CANADIAN SPELLING PROGRAM II BK3	GAGE DISTRIBUTION CO	TCH ED W/B	9		GAG 1989	37.00	15032
CITY RHYTHMS DISCOVERY PHONICS I	PRENTICE-HALL INC	BIG BOOK	3		PRN 1993	33.00	16832
CITY RHYTHMS DISCOVERY PHONICS I	PRENTICE-HALL INC	6 ST BKS	3		PRN 1993	32.00	16840
CITY RHYTHMS DISCOVERY PHONICS I	PRENTICE-HALL INC	STORY PACK	3		PRN 1993	69.50 PK	16824
CITY RHYTHMS DISCOVERY PHONICS 1	PRENTICE-HALL INC	CASSETTE	3		PRN 1993	7.25	16857
CLEVER ISLAND REALIZATION	GINN AND COMPANY	SMALL BK	3		GIN 1993	28.00	18739
CLEVER ISLAND REALIZATION	GINN AND COMPANY	BIG BK	3		GIN 1993	35.00	18697
COW THAT WENT OINK LEVEL A	HARCOURT BRACE & CO.	BIG BK	3		HBJ 1993	25.00	19810
DANCING IN THE SUN FIRST IMPRESSIONS	HARCOURT BRACE & CO.	BIG BK	3		HBJ	115.00	09647

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
005 PRIMARY							
DISCOVERY PHONICS I LONG VOWEL	PRENTICE-HALL INC	STARTER SE	3		PRN 1993	30.00 ST	15487
EARLY EMERGENT LEVEL 1	GINN AND COMPANY	SET 4	S		GIN 1992	25.00 ST	14787
EARLY EMERGENT LEVEL 1	GINN AND COMPANY	SET 3	3		GIN 1992	25.00 ST	14779
EARLY EMERGENT FICTION	GINN AND COMPANY	SET 2	3		GIN 1992	25.00 ST	14761
EARLY EMERGENT FICTION LEVEL 1	GINN AND COMPANY	SET 1	3		GIN 1992	25.00 ST	14712
EXOLORATIONS IN SCIENCE FOR EARLY CHILDHOOD	ADDISON WESLEY CANAD	TCH RES BK	9		ADD 1994	104.00	19414
EXPLORATIONS IN SCIENCE 2	ADDISON WESLEY CANAD	TCH RES BK	9		ADD 1994	104.00	19430
EXPLORATIONS IN SCIENCE 3	ADDISON WESLEY CANAD	TCH RES BK	9		ADD 1994	104.00	19448
FIND A SHINING PEBBLE NEW NETWORKS	NELSON CANADA LTD	TCH GD	9		NEL 1994	45.00	17244
FOLLOW THE RIVER LEVEL C	HARCOURT BRACE & CO.	THEMATIC P	9		HBJ 1993	162.50 PK	19703
FOUR CATS CAME TO SCHOOL LEVEL C	HARCOURT BRACE & CO.	THEMATIC P	9		HBJ 1993	166.80 PK	19729
GROWING VEGETABLE SOUP LEVEL A	HARCOURT BRACE & CO.	BIG BK	3		HBJ 1993	25.00	19802
HAPPY HIPPOPOTAMI LEVEL B	HARCOURT BRACE & CO.	BIG BK	3		HBJ 1993	25.00	19844
HAVE A HAPPY DREAM LEVEL A	HARCOURT BRACE & CO.	THEMATIC P	9		HBJ 1993	148.75 PK	19588
I WENT WALKING LEVEL A	HARCOURT BRACE & CO.	BIG BK	3		HBJ 1993	25.00	19752
I WONDER THE SKY JOURNEYS 1 LEVEL 3	GINN AND COMPANY		3		GIN 1990	4.50	14704
I WONDER WATER JOURNEYS 3 LEVEL B	GINN AND COMPANY		3		GIN 1990	5.00	14688
I WONDER WHEELS JOURNEYS 1 LEVEL 4	GINN AND COMPANY		3		GIN 1990	4.50	14696
IF DINOSAURS CAME BACK LEVEL A	HARCOURT BRACE & CO.	BIG BK	3		HBJ 1993	25.00 PK	19786
IF I COULD DISCOVERY PHONICS I	PRENTICE-HALL INC	STORY PACK	3		PRN 1993	69.50 PK	15719
IF I COULD DISCOVERY PHONICS I	PRENTICE-HALL INC	6 ST BKS	8		PRN 1993	31.75	15784
IF I COULD DISCOVERY PHONICS I	PRENTICE-HALL INC	BIG BK	3		PRH 1993	33.00	15768
IF I COULD DISCOVERY PHONICS I	PRENTICE-HALL INC	CASSETTE	3		PRN 1993	7.25	15776
INTERACTIONS B COMPLETE SET	NELSON CANADA LTD	COMPLETE S	9		NEL 1993	130.00 ST	17954
INTERACTIONS GRK	GINN AND COMPANY	BIG BK	8		GIN 1993	30.00	18143
INTERACTION[illegible] GRK	GINN AND COMPA[illegible]	TCH RES BI	9		GIN 1993	90.00	[illegible]176

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
005 PRIMARY							
IT GOT LOOSE LEVEL A	HARCOURT BRACE & CO.	THEMATIC P	9		HBJ 1993	164.65 PK	19612
JOURNEYS 1 EMERGENT LEVEL 1 SPRINGBOARDS	GINN AND COMPANY	LAP BK	3		GIN 1989	32.00	14183
JOURNEYS 1 EMERGENT LEVEL 2 SPRINGBOARDS	GINN AND COMPANY	LAP BK	3		GIN 1989	32.00	14191
KING BIDDOO'S IN THE BATHTUB LEVEL L	HARCOURT BRACE & CO.	BIG BK	3		HBJ 1993	25.00	19851
LASTING IMAGES NEW NETWORKS	NELSON CANADA LTD	TCH NOTES	9		NEL 1994	17.00	17343
LIKE A FRIEND TO ME LEVEL C	HARCOURT BRACE & CO.	THEMATIC P	9		HBJ 1993	149.85 PK	19695
LITTLE BUNNY'S LUNCH DISCOVERY PHONICS I	PRENTICE-HALL INC	BIG BK	3		PRN 1993	33.00	16998
LITTLE BUNNY'S LUNCH DISCOVERY PHONICS I	PRENTICE-HALL INC	CASSETTE	3		PRN 1993	7.25	17111
LITTLE BUNNY'S LUNCH DISCOVERY PHONICS I	PRENTICE-HALL INC	6 ST BKS	3		PRN 1993	32.00	17020
LITTLE BUNNY'S LUNCH DISCOVERY PHONICS I	PRENTICE-HALL INC	STORY PACK	3		PRN 1993	69.50 PK	16980
LITTLE NINO'S PIZZERIA LEVEL B	HARCOURT BRACE & CO.	BIG BK	3		HBJ 1993	25.00	19885
LOONEY TOOLS REALIZATION	GINN AND COMPANY	SMALL BK	3		GIN 1993	28.00	19232
LOONEY TOOLS REALIZATION	GINN AND COMPANY	BIG BK	3		GIN 1993	35.00	19141
MATHWORKS A	NELSON CANADA LTD	TCH RES BK	9		NEL 1993	115.00	17970
MATHWORKS A COMPLETE SET	NELSON CANADA LTD	COMPLETE S	9		NEL 1993	130.00 ST	17947
MATHWORKS B	NELSON CANADA LTD	TCH RES BK	9		NEL 1993	115.00	17996
MATHWORKS GAMEBOARDS A	NELSON CANADA LTD	GAMEBOARD	3		NEL 1993	30.00	18093
MATHWORKS GAMEBOARDS B	NELSON CANADA LTD	GAMEBOARD	3		NEL 1993	30.00	18101
MATHWORKS MASTERS A	NELSON CANADA LTD	BLACKLINE	9		NEL 1993	35.00	18069
MATHWORKS MASTERS B	NELSON CANADA LTD	BLACKLING	9		NEL 1993	35.00	18077
MESSAGE FROM THE MOON LEVEL B	HARCOURT BRACE & CO.	THEMATIC P	9		HBJ 1993	160.35 PK	19653
MISBUILDINGS REALIZATION	GINN AND COMPANY	SMALL BK	3		GIN 1993	28.00	18788
MISBUILDINGS REALIZATION	GINN AND COMPANY	BIG BK	3		GIN 1993	35.00	18747
MOUSE PAINT LEVEL A	HARCOURT BRACE & CO.	BIG BK	3		HBJ 1993	25.00	19778
NAPPING HOUSE LEVEL C	HARCOURT BRACE & CO.	BIG BK	3		HBJ 1993	25.00	19794
NIGHT NOISES LEVEL B	HARCOURT BRACE & CO.	BIG BK	3		HBJ 1993	25.00	19836

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
005 PRIMARY							
ON SILENT WINGS LEVEL C	HARCOURT BRACE & CO.	THEMATIC P	9		HBJ 1993	255.00 PK	19687
PLANTED ON A TUESDAY LEVEL A	HARCOURT BRACE & CO.	THEMATIC P	9		HBJ 1993	165.65 PK	19547
POPCORN POPPER DISCOVERY PHONICS I	PRENTICE-HALL INC	BIG BK	3		PRN 1993	33.00	16956
POPCORN POPPER DISCOVERY PHONICS I	PRENTICE-HALL INC	STORY PACK	3		PRN 1993	69.50 PK	16923
POPCORN POPPER DISCOVERY PHONICS I	PRENTICE-HALL INC	6 ST BKS	3		PRN 1993	31.75	16964
POPCORN POPPER DISCOVERY PHONICS I	PRENTICE-HALL INC	CASSETTE	3		PRN 1993	7.25	16972
SHOUT IT FROM THE ROOFTOPS LEVEL A	HARCOURT BRACE & CO.	THEMATIC P	9		HBJ 1993	155.10 PK	19570
SILLY SALLY LEVEL A	HARCOURT BRACE & CO.	BIG BK	3		HBJ 1993	25.00	19828
SOMEBODY TO SURPRISE LEVEL B	HARCOURT BRACE & CO.	THEMATIC P	9		HBJ 1993	165.70 PK	19638
SPELLING:SHARING THE SECRETS	GAGE DISTRIBUTION CO		3		GAG 1993	16.00	19349
SUNSHINE EXTENSIONS LEVEL 1	GINN AND COMPANY	SET 1	3		GIN 1993	30.00 ST	14563
SUNSHINE EXTENSIONS LEVEL 1	GINN AND COMPANY	SET 2	3		GIN 1993	30.00 ST	14571
SUNSHINE EXTENSIONS LEVEL 1	GINN AND COMPANY	SET 3	3		GIN 1993	30.00 ST	14597
SUNSHINE EXTENSIONS LEVEL 1	GINN AND COMPANY	SET 4	3		GIN 1993	30.00 ST	14613
SUNSHINE EXTENSIONS LEVEL 1	GINN AND COMPANY	SET 3	3		GIN 1993	30.00 ST	14597
TO THE HOME OF SOUTH WIND LEVEL C	HARCOURT BRACE & CO.	THEMATIC P	9		HBJ 1993	156.20 PK	19745
TOY DESIGNER REALIZATION	GINN AND COMPANY	SMALL BK	3		GIN 1993	28.00	18689
TOY DESIGNER REALIZATION	GINN AND COMPANY	BIG BK	3		GIN 1993	35.00	18622
UNTIL MORNING SUN LEVEL C	HARCOURT BRACE & CO.	THEMATIC P	9		HBJ 1993	158.30 PK	19711
WHAT DO YOU SEE? DISCOVERY PHONICS I	PRENTICE-HALL INC	CASSETTE	3		PRN 1993	4.50	15677
WHAT DO YOU SEE? DISCOVERY PHONICS I	PRENTICE-HALL INC	6 ST BKS	8		PRN 1993	32.00	15651
WHAT DO YOU SEE? DISCOVERY PHONICS I	PRENTICE-HALL INC	STORY PACK	3		PRN 1993	69.50 PK	15610
WHAT DO YOU SEE? DISCOVERY PHONICS 1	PRENTICE-HALL INC	BIG BK	3		PRN 1993	33.00	15636
WHEN IT SNOWS DISCOVERY PHONICS I	PRENTICE-HALL INC	CASSETTE	3		PRN 1993	7.25	15974
WHEN IT SNOWS DISCOVERY PHONICS I	PRENTICE-HALL INC	STORY PACK	3		PRN 1993	69.50 PK	15891
WHEN IT SN[illegible] DISCOVERY PHONICS I	PRENTICE-HALL [illegible]	BIG BK	3		PRN 1993	33.00	[illegible]5925

TEXT TITLE		PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
	005 PRIMARY							
WHEN THE ALLIGATOR CAME TO CLASS	DISCOVERY PHONI	PRENTICE-HALL INC	BIG BK	3		PRN 1993	33.00	16428
WHEN THE ALLIGATOR CAME TO CLASS	DISCOVERY PHONI	PRENTICE-HALL INC	CASSETTE	3		PRN 1993	7.25	16469
WHEN THE ALLIGATOR CAME TO CLASS	DISCOVERY PHONI	PRENTICE-HALL INC	ST BKS	3		PRN 1993	31.75	16444
WHEN THE ALLIGATOR CAME TO CLASS	DISCOVERY PHONI	PRENTICE-HALL INC	STORY PACK	3		PRN 1993	69.50 PK	16410
WHERE A TALL TREE STANDS LEVEL B		HARCOURT BRACE & CO.	THEMATIC P	9		HBJ 1993	160.45 PK	19646
WHO IS THE BEAST? LEVEL B		HARCOURT BRACE & CO.	BIG BK	3		HBJ 1993	25.00	19869
WHO SAID BOO? DISCOVERY PHONICS I		PRENTICE-HALL INC	BIG BK	3		ORN 1993	33.00	15990
WHO SAID BOO? DISCOVERY PHONICS I		PRENTICE-HALL INC	CASSETTE	3		PRN 1993	7.25	16121
WHO SAID BOO? DISCOVERY PHONICS I		PRENTICE-HALL INC	6 ST BKS	3		PRN 1993	31.60	16089
WHO SAID BOO? DISCOVERY PHONICS I		PRENTICE-HALL INC	STORY PACK	3		PRN 1993	69.50	15982
	006 JUNIOR							
CANADIAN SPELLING PROGRAM II BK4		GAGE DISTRIBUTION CO	TCH ED W/B	9		GAG 1989	37.00	15115
CANADIAN SPELLING PROGRAM II BK4		GAGE DISTRIBUTION CO	TEXT	3		GAG 1989	11.00	15107
CANADIAN SPELLING PROGRAM II BK5		GAGE DISTRIBUTION CO	TCH ED W/B	9		GAG 1989	37.00	15180
CANADIAN SPELLING PROGRAM II BK5		GAGE DISTRIBUTION CO	TEXT	3		GAG 1989	11.00	15123
CANADIAN SPELLING PROGRAM II BK6		GAGE DISTRIBUTION CO	TEXT	3		GAG 1989	11.00	15248
CANADIAN SPELLING PROGRAM II BK6		GAGE DISTRIBUTION CO	TCH ED W/B	9		GAG 1989	37.00	15255
CATCH THE MOMENT NEW NETWORKS		NELSON CANADA LTD	TCH NOTES	9		NEL 1994	17.00	17293
CATCH THE MOMENT NEW NETWORKS		NELSON CANADA LTD	THEME BUIL	3		NEL 1994	10.00	17269
DISCOVER WHAT IS NEAR NEW NETWORKS		NELSON CANADA LTD	TCH GD	9		NEL 1994	45.00	17533
DISCOVER WHAT IS NEAR NEW NETWORKS		NELSON CANADA LTD	ANTHOLOGY	3		NEL 1994	17.50	17525
EARTH WATCH NEW NETWORKS		NELSON CANADA LTD	THEME BUIL	3		NEL 1994	10.00	17673
EARTH WATCH NEW NETWORKS		NELSON CANADA LTD	TCH NOTES	9		NEL 1994	17.00	17681
FIND A SHINING PEBBLE NEW NETWORKS		NELSON CANADA LTD	ANTHOLOGY	3		NEL 1994	17.50	17178
FOLENS WORLD ATLAS		BACON & HUGHES	TCH RES BK	9		BHU 1993	20.00	19489
FOLENS WORLD ATLAS		BACON & HUGHES		3		BHU 1993	10.00	19471

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
006 JUNIOR							
GAGE CANADIAN INTERMEDIATE DICTIONARY	GAGE DISTRIBUTION CO		9		GAG 1991	31.00	14340
HAND PRINTS NEW NETWORKS	NELSON CANADA LTD	TCH NOTES	9		NEL 1994	17.00	17905
HAND PRINTS NEW NETWORKS	NELSON CANADA LTD	THEME BUIL	3		NEL 1994	10.00	17897
INTERACTIONS GR5	GINN AND COMPANY	STUDENT BK	8		GIN 1993	19.00	18507
INTERACTIONS GR5	GINN AND COMPANY	TCH RES BI	9		GIN 1993	70.00	18333
INTERACTIONS GR5	GINN AND COMPANY	STUDENT BK	8		GIN 1993	19.00	18507
INTERACTIONS GR6	GINN AND COMPANY	TCH RES BI	9		GIN 1993	70.00	18341
JOURNEYS 5	GINN AND COMPANY	ACTIVITY B	3		GIN 1989	8.50	10561
JOURNEYS & SPRINGBOARDS	GINN AND COMPANY		3		GIN 1989	15.00	10058
LASTING IMAGES NEW NETWORKS	NELSON CANADA LTD	THEME BUIL	3		NEL 1994	10.00	17327
OCEAN PROBE NEW NETWORKS	NELSON CANADA LTD	TCH NOTES	9		NEL 1994	17.00	17459
OCEAN PROBE NEW NETWORKS	NELSON CANADA LTD	THEME BUIL	3		NEL 1994	10.00	17434
ONE STEP CLOSER NEW NETWORKS	NELSON CANADA LTD	TCH NOTES	9		NEL 1994	17.00	17624
ONE STEP CLOSER NEW NETWORKS	NELSON CANADA LTD	THEME BUIL	3		NEL 1994	10.00	17566
PERSON TO PERSON NEW NETWORKS	NELSON CANADA LTD	TCH NOTES	S		NEL 1994	17.00	17889
PERSON TO PERSON NEW NETWORKS	NELSON CANADA LTD	THEME BUIL	3		NEL 1994	10.00	17848
SPELL WELL 4	PRENTICE-HALL CANADA	TEXT	2		PRN 1989	12.00	10165
SPELL WELL 4	PRENTICE-HALL CANADA	TCH ED	9		PRN 1989	30.00	10272
SPELL WELL 4	PRENTICE-HALL CANADA	TEXT	2		PRN 1989	12.00	10165
SPELL WELL 5	PRENTICE-HALL CANADA	TEXT	2		PRN 1990	11.95	10181
SPIN AMONG THE STARS NEW NETWORKS	NELSON CANADA LTD	ANTHOLOGY	3		NEL 1994	17.50	17707
SPIN AMONG THE STARS NEW NETWORKS	NELSON CANADA LTD	TCH GD	9		NEL 1994	45.00	17723
STAGE DOORS NEW NETWORKS	NELSON CANADA LTD	TCH NOTES	9		NEL 1994	17.00	17665
STAGE DOORS NEW NETWORKS	NELSON CANADA LTD	THEME BUIL	3		NEL 1994	10.00	17632
WORLD ATLAS	NYSTROM		3		NYS 1994	10.50	19497
WORLDS AL[redacted] NEW NETWORKS	NELSON CANADA[redacted]	TCH NOTES	9		NEL 1994	17.00	17152

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
006 JUNIOR							
WORLDS ALIVE NEW NETWORKS	NELSON CANADA LTD	THEME BUIL	3		NEL 1994	10.00	17137
016 ENGLISH AS A SECOND LANGUAGE							
OXFORD ENGLISH PICTURE DICTIONARY CHINESE	OXFORD UNIVERSITY PR		3		OUP	11.00	10694
OXFORD ENGLISH PICTURE DICTIONARY GUJARATI	OXFORD UNIVERSITY PR		3		OUP	11.00	11155
OXFORD ENGLISH PICTURE DICTIONARY SPANISH	OXFORD UNIVERSITY PR		3		OUP	11.00	10736
OXFORD ENGLISH PICTURE DICTIONARY URDU	OXFORD UNIVERSITY PR		3		OUP	20.00	10735
018 ENGLISH/LANGUAGE ARTS							
GALAXIES II	ADDISON WESLEY CANAD	ST GD	3		ADD 1992	17.00	19968
GALAXIES II	ADDISON WESLEY CANAD	ANTHOLOGY	8		ADD 1991	26.00	19901
INQUIRY AND INVESTIGATION:TECHNOLOGY	GINN AND COMPANY	ST BK	3		GIN 1992	10.00	20388
JOURNEYS 7 BREAKING GROUND	GINN AND COMPANY	ANTHOLOGY	8		GIN 1992	18.00	20289
JOURNEYS 7 SPRINGBOARDS A	GINN AND COMPANY		3		GIN 1992	12.00	20255
JOURNEYS 8 CATCHING FIRE	GINN AND COMPANY	ANTHOLOGY	8		GIN 1992	19.00	20297
JOURNEYS 8 SPRINGBOARDS B	GINN AND COMPANY		3		GIN 1992	19.00	20263
PERSPECTIVE IN WRITING 2	HARCOURT BRACE & CO.	RES BK	9		HBJ 1991	21.50	20347
RESPONSES:NON-FICTION IN CONTEXT 1	NELSON CANADA LTD	ST BK	3	2ND	NEL 1990	15.00	20024
RESPONSES:NON-FICTION IN CONTEXT 2	NELSON CANADA LTD	ST BK	3	2ND	NEL 1990	15.00	20156
WRITING IN CONTEXT 1	NELSON CANADA LTD	ST BK	3		NEL 1989	16.00	20016
020 GEOGRAPHY							
CANADIAN OXFORD INTERMEDIATE ATLAS	OXFORD UNIVERSITY PR		8	2ND	OUP 1993	20.00	06742
027 SOCIAL STUDIES							
CANADIAN OXFORD INTERMEDIATE ATLAS	OXFORD UNIVERSITY PR		8	2ND	OUP 1993	20.00	06742
030 HISTORY							
CANADIAN OXFORD INTERMEDIATE ATLAS	OXFORD UNIVERSITY PR		8	2ND	OUP 1993	20.00	06742
ORDINARY PEOPLE IN CANADA'S PAST	ARNOLD PUBLISHING	TEXT	8		ARN 1990	28.00	11171

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
050 LANGUAGE: CORE PROGRAM							
COLLINS ROBERT FRENCH/ENGLISH DICTIONARY	THE FRENCH BOOKSTORE		8	93 ED	CHA 1993	37.00	35089
LE FRANCAIS EN ACTION LEVEL 4	D C HEATH CANADA LTD	CAHIER	3		HTH 1990	4.25	14845
LE FRANCAIS EN ACTION LEVEL 5	D C HEATH CANADA LTD	CAHIER	3		HTH 1990	4.25	14936
057 FRENCH IMMERSION							
TAC, SERIE	LE SABLIER INC	KIT	3		SAL 1990	27.00 KT	20495
060 MATHEMATICS							
INTERACTIONS GR6	GINN AND COMPANY	STUDENT BK	8		GIN 1993	19.00	18606
MATHEMATICS FROM MANY CULTURES PACK 1	GINN AND COMPANY	PKG	3		GIN 1994	50.00	19257
MATHEMATICS FROM MANY CULTURES PACK 2	GINN AND COMPANY	PKG	3		GIN 1994	50.00	19315
MATHEMATICS FROM MANY CULTURES PACK 3	GAGE DISTRIBUTION CO	PKG	3		GIN 1994	50.00	19323
MATHEMATICS FROM MANY CULTURES PACK 4	GINN AND COMPANY	PKG	3		GIN 1994	50.00	19331
MATHPOWER 7	MCGRAW-HILL RYERSON	TEXT	8		MHR 1993	32.50	14993
MATHPOWER 8	MCGRAW-HILL RYERSON	TEXT	8		MHR 1993	32.50	15008

Mayor's Race Relations Committee

OFFICE OF THE
APR 29 1994
DIRECTOR OF EDUCATION

1994 April 27

Hamilton Board of Education
Chairpersons and Trustees
100 Main Street West
Hamilton, Ontario
L8P 1H6

Dear Sir/Madam:

The Mayor's Race Relations Committee, at its meeting of 1994 April 25, approved the following resolution.

> "That given the Board of Education's committment to anti-racism and its Race Relations Policy, and given the fact that the Ontario Ministry of Education will completely fund native studies projects to the extent of 100% coverage of classrooms, books, busing and teacher's salaries, and given that the presense in Hamilton of a sizeable native population whom wants its children educated in native languages, a letter be sent to the Hamilton Board of Education and the Hamilton-Wentworth Board of Education, enquiring as to why they have failed to take advantage of the Ministry's funding and instituting a need of studies program."

Yours very truly,

T Agnello

Tina Agnello
Acting Secretary
Mayor's Race Relations Committee

TA:sma

c.c. Marlene Thomas/Osbourne, Chairperson
Mayor's Race Relations Committee

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

00 Main Street West
Hamilton, Ontario
Telephone (905) 527-5092
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Chairman of the Board

Président(e) du Conseil

1994 05 18

Tina Agnello
Acting Secretary
Mayor's Race Relations Committee
City Hall
71 Main Street West
Hamilton, Ontario L8N 3T4

Dear Tina Agnello:

Thank you for your letter of 1994 04 27 regarding the resolution adopted by the Mayor's Race Relations Committee. My apologies for the delay in responding.

Back in December, 1991, the elected officials of the Hamilton Board of Education directed administration to seek other sources of funding, including avenues of a Tri-Board effort, to address the components of the Native Education Project. This recommendation was supported largely out of concerns about the financial restraint the Board was facing in all aspects of its operations. Ministry funding was viewed as a cost to the taxpayer, albeit through Provincial rather than Municipal taxes.

I trust this information provides the necessary clarification.

Yours truly,

Bert Allen
Chairman

rm

Mailing Address
P.O. Box 2558
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REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. Adamson (Chairman); Trustees Bishop and Mulholland; Mesdames Bramberger, Dalziel, Elliott, Kerr Jaskiewicz and Oommen; Messrs. Bucsis, Shields and Verticchio; Drs. Newberry and Van der Spuy.

Officials Present: E. Bond (Superintendent of Program) and J. Tomlinson (Co-ordinator of Special Education).

Also Present: Trustee Johnston; A. Mutart (Hamilton Teachers' Federation), E. Collins (Hamilton Principals' Association) and P. Smith (Hamilton Secondary School Principals' Council).

The Committee recommends:

GENERAL

1. (a) That a letter from the Director of Education and Secretary be sent to the Chief Executive Officer at Chedoke-McMaster Medical Centre indicating the Hamilton Board's concern over the lack of consultation concerning the withdrawal of speech pathology services to students enroled in school programs.

(b) That a meeting be organized with appropriate staff in the coterminous boards to address strategies for problem-solving concerning speech pathology services for students enroled in publicly funded school board programs.

ELEMENTARY/SECONDARY

1. (a) That the Eleventh Annual Review (1993-1994) - Provision of Special Education Programs and Services be approved for submission to the Ministry of Education and Training.

(b) That, notwithstanding the items outlined in the Eleventh Annual Review (1993-1994) -Provision of Special Education Programs and Services, SEAC draw to the Board's attention the following concerns:

.the lack of consistency in how the Identification, Placement and Review Committee (IPRC) procedures are administered across the system.

.the need to establish procedures to monitor and evaluate special education programs.

.meeting the needs of special education students in the restructured vocational schools

.the importance of having a team leader for speech and language pathologists.

.the continuing concerns over the physical accessibility of buildings.

.the continuing administrative problems of so-called "system programs" -- autistic, developmentally handicapped, deaf and hard of hearing -- need to be addressed. In particular, planning, staffing and continuum of program all need attention.

.the needs of hard of hearing students are not being fully met. At present time there is a half-time itinerant teacher to service the needs of all these children in regular schools. A large percentage of this time must be given to service the needs of one severely deaf child in a secondary school.

.the large congregation of some self-contained special education classes at some schools.

Respectfully submitted

DR. I. ADAMSON
Chairman

Committee Room
1994 05 18

Eleventh Annual Review
Provision of Special Education Programs and Services

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

Eleventh Annual Review
1993 - 1994

NOTE:
1. A copy of the Appendices has been placed in the Trustees' Lounge.
2. If you would like your own copy, please contact the Minute Room.

ANNUAL REVIEW OF SPECIAL EDUCATION PROGRAMS AND SERVICES AND REPORT TO THE MINISTER 1994

Board of Education for the City of Hamilton

BOARD

BRIEF DESCRIPTION OF THE REVIEW PROCESS AND THOSE INVOLVED IN THE REVIEW

The Special Education Action Team Recommendations (1992) continue to form the basis of the review process. In October, 1993, the status of the recommendations were reviewed with the Special Education Advisory Committee, Program Management Committee, Program Committee and the Board as a whole (see Appendix 1). The recommendations are at various stages of implementation and will continue to form the direction for delivery of Special Education programs and services.

During the 1994 term, a committee comprised of trustee Judith Bishop, chair of the Program Committee and member of SEAC, Elizabeth Bond, Superintendent of Program, and Dr. Janice Tomlinson, Coordinator of Special Education, met to review the Special Education Plan. This was presented to the Special Education Advisory Committee on May 18, 1994, and to the Board on June 2, 1994.

COPY OF THE RESOLUTION OF APPROVAL BY THE BOARD WITH RESPECT TO THE OUTCOMES OF THE 1993 ANNUAL REVIEW

THERE WERE NO AMENDMENTS TO THE BOARD'S SPECIAL EDUCATION PLAN SUBSEQUENT TO THE 1993 REPORT [ ] .... OR

INDICATE THE AMENDMENTS

AMENDMENTS TO THE SPECIAL EDUCATION PLAN SUBSEQUENT TO THE 1993 REPORT

"An amendment is any change by way of modification, addition or deletion of programs, services and/or personnel approved by the school board, as a result of any review of the board's special education plan."

There are amendments to the Hamilton Board of Education's special education plan.

FORMATION OF A SECONDARY LEVEL, PLACEMENT FOR STUDENTS WITH SPECIFIC LEARNING DISABILITIES.

For several years, the needs of secondary students with Specific Learning Disabilities have been a concern for SEAC, staff and parents. A spectrum of services from self-contained to regular classroom program delivery has been available at the elementary level. In order to provide options for choice, a secondary SLD classroom was opened in September, 1993. This system class has provided students with the opportunity to gain needed skills, to be integrated into regular classes, and to make a smooth transition from middle to secondary school.

FORMATION OF A SECONDARY LEVEL PLACEMENT FOR STUDENTS WITH AUTISM/PDD

In May, 1994, the following motion was passed by the Board:

That the Board, through the appropriate Committee, provide a plan to address the needs of autistic students in their transition from middle to secondary level for the 1994-1995 School Year.

The plan which was developed and subsequently presented to SEAC and the Board for approval (November, 1993) may be found in Appendix 2. The plan included the development of a secondary level class for students with Autism/PDD. The development of a secondary class as an extension of the programs provided for elementary students with Autism/PDD is consistent with the Hamilton Board of Education policy of providing a spectrum of services for students with special needs. To date, a program specifically designed to meet the needs of students with Autism/PDD has been provided at the Primary/Junior and Middle School levels. The need for a secondary placement was realized by SEAC, staff, parents and the Board as a priority this year, and will be available in September, 1994. (continued)

PLEASE COMPLETE THE SPECIAL EDUCATION BOARD PROFILE - 1994-1995 AND SUBMIT WITH THE ABOVE REPORT.

Elizabeth Bond — May 25, 1994

Supervisory Officer with Responsibility for Special Education — Date

Ron Goodridge — May, 25, 1994

Director of Education — Date

Doc: Ron\RepMin94.frm

-2A-

AMENDMENTS TO THE PLAN (continued)

RESTRUCTURING

During 1993-94, the Hamilton Board of Education has undergone significant restructuring and downsizing of support staff, which will be implemented in the 1994-95 school year. Consequently, the area concept of service delivery has been changed to a system-wide service delivery model, in collaboration with an increase in site-based decision-making. System Special Services personnel (i.e. Special Education Consultants, Psychoeducational Consultants, Speech/Language Pathologists, Adjustment Consultants and Social Workers) will be supervised and coordinated through the Program Department.

GIFTED

Several students who are identified Gifted in the Hamilton Board of Education are choosing the option of programming within the regular class, rather than a self-contained class. Therefore, there will be a decrease by one class in the number of self-contained classes available for 1994-1995. In recognizing the importance of programming for able and talented learners, as well as those who are gifted, a Challenge Centre has been developed at a Middle School.(Appendix 3)

LEARNING CENTRES

Plans are currently underway for the development of pilot Learning Centres, as part of the review of the Special Education Resource Teacher (S.E.R.T.) Program.

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE CRITERIA

The Identification and Placement criteria for exceptional students have been reviewed and revised for approval by the Board on recommendation of SEAC. During the 1994-1995 school year, inservices will be held for consultants, principals and teachers to implement the criteria changes.

VOCATIONAL EDUCATION

During the past few years, the Hamilton Board of Education has been examining the role of vocational schools in our system. Two vocational schools have been closed, due to declining enrollment. The Board is currently examining vocational education to ensure that graduates will have the necessary skills, knowledge and attitudes to enter the workplace. A system admission committee has been set up to examine applications for composite/vocational school entry.

SPECIAL EDUCATION BOARD PROFILE

1994

In order to facilitate and enhance our ability to liaise with School Boards in the Central Ontario Region we are requesting that you complete this **ANNUAL UPDATE** of current Board information for the current school year (1994-1995).
PLEASE SUBMIT THIS AS A PART OF THE REPORT TO THE MINISTER

1. **BOARD:** Hamilton Public **SECTION:** Central Ontario

SUPERVISORY OFFICER WITH SPECIAL EDUCATION RESPONSIBILITY:

Elizabeth Bond, Superintendent of Program

2. **OTHER SENIOR ADMINISTRATIVE OFFICIALS WITH SPECIAL EDUCATION RESPONSIBILITIES:** (e.g. Coordinator; Senior Consultant; Chief Psychologist; Seconded Principal)

Official's Name	Title
Dr. Frank Cooke	Assistant Superintendent
Dr. Janice Tomlinson	Coordinator of Special Education
Dr. Marie Bountrogianni	Chief Psychologist
Bryan Schofield	Coordinator of Adjustment

3. **NON EDUCATION SUPPORT STAFF:**
Indicate [X] if the board employees the following:

	On Contract	Per Diem
Social Worker(s)	[X]	[ ]
Child Care Worker(s)	[ ]	[ ]
Psychiatrist(s)	[ ]	[ ]
Psychologist(s)	[X]	[ ]
Psychometrist(s) (Psychoeducational Consultants)	[X]	[ ]
Health Care Attendant(s)	[ ]	[ ]
Physio/Occupational Therapist(s)	[ ]	[ ]
Speech Pathologist(s)	[X]	[ ]
Others (list)		
_____	[ ]	[ ]
_____	[ ]	[ ]

-2A-

Classroom/Teacher Assistants (Indicate [X] for each type of assignment used)
assigned to: School [ ] Classroom [X] Individuals [ ] Special Task [X]

Notes:

Procedures for determining the assignment of educational assistants enable school staff to determine the nature and level of educational assistants required to meet the needs of their students. Coordination is ensured through Area Deployment Committees and a System Committee.

4. **DELIVERY MODEL:**

Indicate [X] if the board provides the placement option. Indicate [XX] for the predominant option.

	EXCEPTIONALITY AREA	SUPPORT IN REGULAR CLASS	RESOURCE WITHDRAWAL	SPECIAL CLASS PART-TIME	SPECIAL CLASS FULL-TIME	SPECIAL SCHOOL*
Behaviour	Behaviour	X	X	XX	X	
Intellectual	Intellectually Gifted	X	X	X	XX	
	Intellectual Disability (formerly E.R.)	X	X	XX	X	
	Developmental Disability (formerly T.R.)	X	X	X	XX	
Communication	Learning Disability	X	X	XX	X	
	Speech/Language	X	X	X	XX	
	Deaf/Hard of Hearing	X	X	XX	X	
Physical	Physical Disability	X	X	XX	X	
	Blind/Vis. Impaired	XX	X			
Other	Multiple Disability	X	X	X	XX	
	Non-Category			XX	X	

Note - * Special Schools provided by the board (do not include Provincial Schools or Section 27 Programs)

5. A) **ALTERNATIVE EDUCATIONAL PROGRAMS AND SERVICES PROVIDED BY THE BOARD FOR DEAF, BLIND AND DEAF-BLIND EXCEPTIONAL PUPILS (IN ACCORDANCE WITH MEMORANDUM 76C)**

In-lieu programs provided by the board - **Yes** [X] **No** [ ]

Administrator Responsible Elizabeth Bond Title Superintendent of Program

B) **EDUCATION PROGRAMS IN CARE, TREATMENT AND CORRECTIONAL FACILITIES (SEC.27)**

Programs provided by the board - **Yes** [X] **No** [ ]

Administrator Responsible Elizabeth Bond Title Superintendent of Program

6. **IPRC STRUCTURE** - (Indicate [X] if the board has:

System Wide (X)
(Jurisdiction/Role) Membership: 1. Special Education Consultant
2. Principals
Area (X) Role: Initial identification and placement
(Jurisdiction/Role) Change of identification and/or placement.

School (X)
(Jurisdiction/Role) Membership: Principal
Resource Teacher
Classroom Teacher

Role: Annual review of identification and placement

7. **PROGRAMS/INNOVATIONS OF NOTE:**
AUGMENTATIVE/ALTERNATIVE COMMUNICATION TEAM

The Augmentative/Alternative Communication Team was developed to meet the needs of students who use an augmentative/alternative system as their primary source of communication or to support spoken language. The team consists of a Speech/Language Pathologist, an Augmentative Communication Resource Teacher, a Speech/Language Assistant, and an Education Assistant. Programming is provided for students age 4-21 in regular and self-contained classes. The professionals are responsible for formulating the program goals and designing, monitoring and evaluating the program. The assistants are responsible for manufacturing materials and /or implementation of designated program with individual students, under the direction of the Augmentative Resource Teacher and Principal. This transdisciplinary model of delivery has become invaluable in meeting the communication needs of these exceptional students.
(continued)

8. **SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC):**

Supervisory Officer Assigned: Elizabeth Bond

Chair Dr. Ian Adamson (Trustee) Yes [ ] No [X]

PROGRAMS/INNOVATIONS OF NOTE (continued)

COOPERATIVE EDUCATION FOR STUDENTS WITH SPECIAL NEEDS

There has been a growing recognition of the importance of co-operative education as a component of the secondary school program. There has also been a growing recognition of the support needed by students with special needs in order to access the co-op program. A draft document entitled Co-operative Education for Special Needs Students has been developed to ensure that a cooperative education program will be available to all secondary aged students within the Hamilton Board. (Appendix 4)

RESEARCH

For several years, the Psychological Services Department of the Hamilton Board of Education has been analyzing student assessment data. Areas which they have examined during the current year include: psychological profiles of exceptional students in relation to attention deficit disorder, suspension and secondary school placements and programs.

The data has yielded some interesting results which will be addressed through the Program Department and schools in the coming years. The reports for the current year and for subsequent years (1991-93) may be found in the Appendix 5.

LEARNING RESOURCE TEACHER HANDBOOK

In 1993, a Handbook was developed to assist new and experienced Learning Resource Teachers in the many and varied aspects of their job. The Handbook outlines many school and Board procedures, and includes useful strategies for this group of special educators. The Handbook includes the new Individual Pupil Program (IPP) form, which was developed as a model for programming and monitoring student progress. The IPP is available in computer software and in hard copy.

DIAGNOSTIC AND RESOURCE TEAMS (DART)

Schools continue to use the DART model as a vehicle for discussion and problem-solving about the needs of individual and groups of exceptional students. During the past year, the Program DART, in which a class issue or problem (for example, difficulty with reading comprehension) is discussed, has been an effective method of attending to similar needs of a group of students. The DART also continues to be a vehicle for providing in-service to teachers through the problem-solving model.

PARENT ORGANIZATION REPRESENTED

Autism Ontario
Hamilton & District Society for Disabled Children
About Face
Canadian National Institute for the Blind
Hamilton & District Easter Seals Parent Delegate Group
Hamilton Association for Community Living
Association for Bright Children
Down Syndrome Association
Learning Disabilities Association, Hamilton-Wentworth Chapter
Hamilton Council for Home and School
Hamilton Wentworth Home Care Program
Ontario Psychological Association
Hamilton-Wentworth Children's Aid Society

Supervisory Officer: Superintendent of Program

Signature Elizabeth Bond Date May 25, 1994

Doc: Ron\SEBdProf.94

NOTE: ALL MEETINGS ARE TENTATIVE, WITH THE EXCEPTION OF THE STANDING COMMITTEES, FRENCH LANGUAGE SECTION AND BOARD, UNTIL CONFIRMED BY THE CHAIRMAN CONCERNED.

AUGUST/SEPTEMBER, 1994

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Canadian Assoc. of Community Living - Excellence and Equity in Educ. Toronto 24th-27th		23 AUGUST Chairs 17:30	24	25	26	
	29	30 French Language Section 19:00		1 SEPTEMBER Special French Language Section 17:45 Special Personnel & Organization 18:00 Special Board followed by Program Committee 18:15	2	
	LABOUR DAY 5 EDUCATION CENTRE CLOSED	Rosh Hashana 6 Operations and Finance 18:15	7	8 Personnel and Organization 18:15	9	
	12	13	14	Yom Kippur 15	16	
	19	20 Board 20:00	21 Special Education Advisory Committee 19:00	22	23	
Canadian Education Assoc.- Building the Link :Education and the Economy Charlottetown 27th-30th	26	27 Chairs 17:30	28	29	30	

Issued 1994 05 25

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AGENDA

PROGRAM COMMITTEE

1994 09 08

Confirmation of minutes of the regular meetings of 1994 03 03 and 1994 04 12 and special meeting of 1994 06 27.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re Federal Assistance for Native Education Programs — **Pages 1 to 6**

NEW BUSINESS:

1. Response to Provincial Language Standards: Grades 3, 6, 9 (Validation Draft) — **Pages 7 to 19**
2. December Meeting Date — **Page 20**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Hepatitis B: 1994/95 Immunization Program for Grade 7 Students — **Pages 21 to 24**

Date: 1994 09 08

To: Chairman and Members
Program Committee

From: Elizabeth G. Bond
Superintendent of Program

Re: Federal Assistance for Native Education Programs

Report: Information

ISSUE

The following motion was passed by trustees at the Program Committee meeting 1994 06 02:

"That the issue of Federal Assistance for Native Education Programs be referred to the Officials for a report on what funding is available."

BACKGROUND

In May, 1989 a report presented to the Development Committee outlined a proposal to implement a Pilot Program in Native Languages beginning September 1989. The report was the culmination of two years detailed study into the viability of offering Native Language programs. The report contained in the appendices Policy/Program Memorandum No. 91A *(Appendix 1)* that indicated the availability of incentive and maintenance grants.

The following sources have been contacted, in order to determine additional funding available from the Government of Canada, to support Native Education Programs:

1) Ms. Joan Speares, Government of Canada,
Department of Indian and Northern Affairs,
2) Mr. Keith Lickers, Province of Ontario,
Native Education Policy Unit,
3) Mr. Gerald Kuckyt, Superintendent of Business and Transportation,
Haldimand Board of Education,
4) Mr. Peter Hill, Advisor, Native Education,
Haldimand Board of Education,
5) Ms. Stella Glover, Secretary, Mayor's Race Relations Committee,
City of Hamilton,
6) Mr. Tim Thompson, Case Worker,
Ontario Federation of Indian Friendship Centres,
7) Ms. Kathy Staats, Director,
Hamilton Regional Indian Centre,
8) Ms. Kim Hill, Advisor, Native Community Care Centre,
Mohawk College - Brantford Campus.

The Government of Canada, Department of Indian and Northern Affairs allocates funds for the support of Native Education Programs. It enters into tuition agreements with Boards of Education who agree to provide educational programs and services at the secondary school level, for students who reside on reserves and who otherwise would not have access to secondary education. Tuition agreements reimburse Boards of Education in Southern Ontario approximately $7,000 per native student receiving educational services. These reimbursements are used to defray the costs of teachers' salaries, supplies, equipment and transportation.

The Government of Canada, Department of Indian and Northern Affairs and the Office of the Secretary of State also provides funding to organizations such as The Hamilton Regional Indian Affairs Centre. This funding is used in part to support Native Education Programs provided at these centres.

Any funding that the Government of Canada, Department of Indian and Northern Affairs does provide to support Native Education Programs offered under the direction of Boards of Education for native students is only available in place of provincial funding. In order to obtain federal funding, Native students must be identified "Status Indians" living off the reserve. Otherwise, they are identified as "Resident Pupils" and subject to provincial funding. Boards of Education may provide Native Education Programs either within the context of regular day school programs or as a Heritage Language program. Boards who elect to do so are eligible through the Province of Ontario, General Legislative Grants for funding *(Appendix 2)*. Costs incurred in the operation of Native Education programs that exceed grants received are the responsibility of individual Boards of Education.

RECOMMENDATION

That the Report on Federal Assistance for Native Education Programs be received for information.

RATIONALE

See appendices 1 and 2

Appendices

Appendix 1 - Policy / Program Memorandum No. 91 A
Appendix 2 - General Legislative Grants
"Eligible Sum For Native As A Second Language"

Appendix 1

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 91A*

Date of Issue: December 8, 1986

Effective: Until revoked or modified

Subject: IMPLEMENTATION OF THE NATIVE-AS-A-SECOND-LANGUAGE PROGRAM

Application: Directors of Education
Secretaries of District School Area Boards
Secretaries of Isolate Roman Catholic Separate School Boards

Languages carry within them the spirit, culture, history, and philosophy of their speakers. The Ministry of Education views Native languages as legitimate and valid forms of communication, which are currently being threatened. The curriculum guideline "Native Languages", now in the process of development, is evidence of the ministry's recognition of and response to the concern expressed by Native people that their languages are being lost and that many of their younger generation can no longer speak or understand their mother tongue. If the Native identity is to be preserved, steps must be taken to reverse this trend.

To address this concern of the aboriginal people of Ontario, a Native-as-a-second-language (NSL) program, which will enable students from Kindergarten to Grade 12/OAC to receive instruction during the regular school day in a Native language, will be introduced in Ontario schools, beginning in September 1987. The accompanying pages provide information on the planning and implementation of the NSL program. Further information and assistance are available from local regional offices of the Ministry of Education.

Also enclosed with this memorandum is a copy of Ontario's NSL Program: Teaching and Learning a Native Language as a Second Language. This document was recently prepared and distributed to parents of Native students and others interested in the preservation of the Native cultural heritage.

*Limited Distribution
Enclosure

2. Minimum class enrolment: The ministry recommends a minimum of fifteen students for an NSL class. However, a board may offer a program with fewer students if, after consideration of the feasibility and costs of the program and the availability of teachers, it is able to do so.

3. Board submission and regional office approval of the NSL planning outline: School boards must submit plans of their programs annually to the appropriate regional office, on forms to be provided. Funding is conditional on the approval of these plans.

What grants are available?

1. Incentive grants: $200 per student per year for every student enrolled in the NSL program in its first five years; grants are to be used to defray the costs of material development, professional development (for the NSL teacher), and salaries.

2. Maintenance grants: For resident students, grants will be based on accumulated hours of instruction (calculated in the same fashion as current FSL grants). (For all other NSL students, maintenance funds will be provided by tuition agreements with Indian and Northern Affairs, Canada.)

When will grants be available?

Dependent upon ministry approval of the planning outline submitted by the board, grants will be available September 1, 1987.

What other assistance will be available to boards implementing the program?

Consultants, available through regional offices, will assist boards and teachers in the development and implementation of Ojibwe, Cree, and Iroquoian language programs.

What students are eligible for the program?

All students: the program offers Native students the opportunity to regain their own language and allows non-Native students to gain an appreciation and understanding of Native culture, language, and heritage.

Can the NSL program be substituted for the required FSL program?

At the elementary level, provisions for FSL exemption are outlined in the curriculum guideline French, Core Programs, 1980 (p.2) and OSIS (section 3.4, note f[ii], p.14). At the secondary level, substitutions are allowed only according to exemptions cited in OSIS (section 4.10, note [d], p.18). The opportunities for Native students to study both Native as a second language and French as a second language should be available to them should they wish to do so.

Appendix 2

The General Legislative Grants Regulations

1994

"eligible sum for Native as a second language" means,

(a) in respect of elementary school pupils, the sum of,

(i) the product of $219 and the enrolment in a Native language program of an average of 20 or more minutes but less than 40 minutes per school day,

(ii) the product of $389 and the enrolment in a Native language program of an average of 40 or more minutes per school day, and

(b) in respect of secondary school pupils, the sum of the products obtained by multiplying the enrolment in a Native language program by the number of credits or credit equivalents that may be granted to a pupil for such program, and by,

(i) $37 in the case of a program offered in the intermediate division, or

(ii) $75 in the case of a program offered in the senior division;

Date: 1994 09 08

To: Chairman and Members
Program Committee

From: E.G. Bond, Superintendent of Program
B. Manson, Coordinator of English

Re: *Response to Provincial Language Standards : Grades 3, 6, 9 (Validation Draft)*

Report: Information / Decision

BACKGROUND

In March 1994 the Ministry of Education and Training released a validation draft of Provincial standards for language learning (grade 3, 6 and 9), inviting response no later than September 30, 1994. This document, for English language schools, contains statements of expected learning outcomes for Ontario students at various stages of their development and is the result of collaboration among representatives of teachers, ministry staff and professional associations whose focus is language.

The following groups within and outside the system were invited in April to respond as part of a Board and Community response. Those groups indicated by an asterisk (*) have provided feedback which has been included in this report and its appendices. The remaining groups either did not respond to the invitation, or in many cases showed considerable interest but were unable to provide input within the timelines allocated by the Ministry.

SYSTEM

- Formative and Transition Years, Teachers, Administrators and Consultants*
- Special Education Department*
- ESL Department
- Languages Department (FSL)*
- English Department *
- Speech and Language Services *

COMMUNITY

- CHML
- 102 FM
- Mountain News
- Spectator
- CHCH
- Mohawk College
- McMaster University
- Chamber of Commerce
- I.E.C.
- Literacy Council
- Home and School (plus an open invitation to all parents during Education Week)*

ISSUES

- To share input to the draft standards from the focus groups.
- To determine trustee support for the following recommendation.

RECOMMENDATION

That the **Response to *Provincial Language Standards : Grades 3, 6, 9 (Validation Draft)*** and appendices be forwarded to the Ministry of Education and Training.

RATIONALE

All segments of the System and Community were invited to be part of this response. The report and recommendations reflects the views of those interest groups which responded. Respondents mentioned often that they hoped that individual concerns and the range of responses would not get lost in the System response. They hoped that the System response would be inclusive and respect the diversity of information collected. For these reasons appendixes A & B are included in the package for submission to the Ministry of Education and Training.

Appendices

A Summary of Group Responses

B Individual Group Responses

Appendix A

Summary of Group Responses to *Provincial Standards : Language (draft)*

1994

Appendix A reflects common responses from various participating focus groups, and a general consensus among groups in most cases. *Appendix B* is more lengthy, and contains the detailed responses from each of the participating focus groups.

The format used in *Appendix A* reflects the questions asked by the Ministry in the response form it sent out with the draft standards.

All responses indicated the need for clearly defined and communicated standards for language learning in Ontario. However, most responses also indicated serious concerns with the content, development or format of the standards as presented in this 182 page document.

I THE PRINCIPLES

P1 To what extent do the principles reflect current theory about language acquisition and student assessment and evaluation?

- These should be written more comprehensively, rather than reflecting a general overview. They should also indicate the research bases.
- More specific direction to schools and boards on "age-appropriate placement" is needed.
- Principles 9, 10 and 11 on p.p. 31-32 of ***The Common Curriculum*** which reflect linguistic and cultural awareness should be given more significance in this document.
- As **The Common Curriculum** "evolves", will these principles "evolve" too?
- Is "current theory" "politically correct" theory?

P2 How well is overall literacy addressed by the six components (Reading, Writing, Listening, Speaking, Viewing and Representing)?

- In principle, overall literacy is reasonably well addressed (see specific comments in the Framework section and dissenting comments in Appendix B).
- Is there any "weighting" of these components intended? If so, it should be stated.
- It will take very knowledgeable, observant and creative teachers to apply these standards.
- The technologies growth strands and standards are not evident.
- "Thinking" as a component of literacy acquisition is missing in many of the strands throughout.
- The components of literacy are all teachers' (not just language teachers') responsibilities.
- Define "literacy" and the literacy curriculum.

P3 How helpful are the sections on exceptional students and ESL and ESD students in helping teachers use the standards to assess these students' learning?

- This section is too general for teachers and too lengthy for parents.
- This section must be much more clear and comprehensive especially in the area of strategies for differentiation, and in directions for promotion and placement.
- The ESL/ESD distinctions need to be clarified.
- "Differentiation" and "modification" of program must be defined more clearly.
- Is it "acceptable" for a student in grade 3 to be reading at level 1 and speaking at level 6, for example?

P4 To what extent should standards for FSL be included in the document?

- FSL standards should occupy a short and separate section within a standards document for Languages (see FSL feedback in Appendix B).
- The performance levels and their titles should be made the same for all languages by decreasing the first-language levels from 6 to 4 and by increasing the second-language levels from 3 to 4.
- Consistency in terminology and in the number of expected performance levels would assist parents in interpreting this material.

P5 How appropriate is the suggested equivalence between first language standards and FSL core standards?

- Appropriate standards for students after 360 and 720 hours of FSL core exposure are not and cannot be the same as those expected for first-language students who develop fluency and literacy in English in all aspects of their daily lives and across the school curriculum.

- FSL standards must be expressed in terms that are relevant to Core, Extended and Immersion programs.

- Viewing and Representing should be included under Listening, Speaking, Reading and Writing, as they appear currently for FSL in *The Common Curriculum* on pages 52-60.

P6 What modifications or adaptations should be made to the suggested standards of performance for the Core French Program?

- Standards which relate specifically to the instructional time and skill development for Core French should be developed from MOE guidelines in conjunction with the FSL learning outcomes (stages 1 and 2) in *The Common Curriculum.*

P7 What modifications or adaptations should be made to the suggested standards of performance for Extended and Immersion Programs?

- Standards which reflect the instructional time, cross-curricular experiences and skill development for Extended and Immersion programs should be developed from MOE guidelines in conjunction with the FSL learning outcomes (stages 3 and 4) in *The Common Curriculum.*

II THE FRAMEWORK

F1 To what extent do the provincial standards for assessing reading performance provide sufficient information and distinction to assess overall performance?

- Many of the standards and indicators are subtle or vague, and open to interpretation (especially for identified exceptional students). They do not provide sufficient information and distinction to assess overall performance. Concrete examples and models are needed. Terminology needs to be clarified throughout.
- It is a difficult to follow a growth-strand through the levels and grades. This is true of all the components. Most strands are wordy and repetitious.
- Where are the technologies integrated? (This question pertains to all the components.)

F2 To what extent do the provincial standards for assessing writing performance provide sufficient information and distinction to assess overall performance?

- Although many of the standards and indicators are specific, there must be specific assessment tools and processes integrated to ensure consistent application of the standards.
- The indicators for various levels are often neither distinctive nor developmental. Terminology is frequently vague.
- There is a mixture of print and non-print forms in this section. Many of these indicators should be moved to the non-print media (Representation) section.

F3 To what extent do the provincial standards for assessing listening and speaking performance provide sufficient information and distinction to assess overall performance?

- There is an emphasis on "textual" rather than "conversational" knowledge and skills.
- Indicators are often not clearly defined, nor are directions for their application clear.
- Active listening, inferential listening, creative listening and critical listening outcomes need to be growth-stranded.
- The role of talk and the "talk curriculum" must be emphasized more.
- What are the relationships between viewing and listening in the Age of Information and Technology? Can they be separated?

F4 Should listening and speaking remain separate or be combined into a single set of standards?

- Although they are integrally related processes, listening and speaking should have separate standards and indicators because
  - they require different sets of physical and cognitive skills.
  - one is basically inputting information while the other is outputting information.
  - many of these indicators are open to a wide interpretation. The potential for such subjectivity diminishes their value as provincial, system or school standards.

F5 Comment on the inclusion of viewing and representing as part of literacy or language competence.

- Both are critical processes in the Age of Information and Technology and must be acknowledged as integral components of any current literacy program.
- The terms "viewing" and "representing" are generic and include processes beyond those of print and oral language. They encompass processes for communication and expression which appeal to learning styles and preferences such as kinesthetic (e.g., drama) and visual (e.g. art). If, for example, role playing to explore texts and dramatizing to communicate (personal response to) texts are included in Viewing and Representing, then they need to be stated explicitly along with the appropriate standards, indicators and growth strands.
- In the Age of Information and Technology where technologies, the arts and non-print media are used extensively to communicate and process information, students must have skills, understandings, and especially values, to deal with information and with the influence of the Mass Media.
- The inclusion of these standards is not essentially an educational issue, but will become a funding (political) issue.
- Why are these learning processes not more specifically represented in the Language quadrant of *The Common Curriculum* upon which these standards are supposedly based?
- Where are the technologies growth-strands, indicators and standards?

F6 To what extent do the provincial standards for assessing viewing provide sufficient information, scope and distinction to assess overall performance in this area?

- Teachers and administrators will need to be inserviced in the application of these standards, and the community educated in their use and interpretation.
- It is difficult to distinguish in practical, operational terms among the various levels of development and the strategies needed to achieve the levels of competency suggested.
- There are far too many indicators, and they are too detailed to be practically implemented by classroom teachers.

F7 To what extent do the provincial standards for representing provide sufficient information, scope and distinction to assess overall performance in this area?

- It is often difficult in practical, operational terms to distinguish among the levels of competency suggested.
- Should these standards and indicators be expanded to include role-play, dramatic representation, dance, music and visual art as modes of representation (see *F5*)?

F8 Do you have other comments or suggestions about viewing or representing (e.g., terminology, appropriateness of the expectations for Grades 3, 6 ad 9, etc.)?

- What the issue seems to boil down to is the amount of supervision and amount of previous experience in handling fragile, expensive and possibly dangerous equipment. This of course bears upon general access to this material culturally, financially, socio-economically, and in these regards, there could be negative impacts on some children and positive impacts on others. This further bears upon the

concerns of advantaged/disadvantaged children and how this relates to learning outcomes, fair evaluation, and equity of opportunity and access.

- Financial support for training and the acquisition of resources are issues here. How is the Ministry prepared to help boards, schools and teachers in these regards?

F9 **How easy will it be for teachers to adapt the provincial language standards in creating their own specific assessment scales or instruments (e.g., to make a test or single activity such as a composition or a response to a written passage).**

- This can happen only once those involved have acquired an understanding of the standards and of their implementation, and the skills and resources to do so. This will require intensive and extensive in-service and resources at the board and school levels.
- The Ministry has compounded the difficulty here by not presenting a developmental order of skills and by not presenting them in any sort of clear, concise and user-friendly way.
- By separating the standards into the 6 areas, the Ministry is not promoting the integration of the components of literacy learning, but encouraging the segregation of them in the teaching / learning process. This appears contrary to MOE directions in earlier guidelines.

F10 **Is the six-level scale appropriate? That is, is it appropriate that levels 3, 4, and 5 describe the provincial standards set for the grade, levels 1 and 2 describe performance *not yet* within the standards, and level 6 describes performance *beyond* the standard?**

- Opinion was equally divided:

  - a 5 - level scale might be more appropriate:

Level 1	Dependent
Level 2	Limited
Level 3	Satisfactory
Level 4	Competent
Level 5	Superior

  - a 3 - level scale might be more appropriate:

Level 1	Not yet meeting the standards (Beginning?)
Level 2	Meeting the standards (Developing?)
Level 3	Exceeding the standards (Independent?)

  - a 4 - level scale might be more appropriate:

Level 1	Limited (current Limited / Dependent)
Level 2	Adequate
Level 3	Competent
Level 4	Proficient

- How long can a student remain at one level (e.g., Dependent)? Will grades and promotion disappear?

F11 Do the one-word titles for each level (e.g., Dependent, Adequate) capture the description of the performance? What alternatives would you suggest?

- The distinction between "Competent" and "Proficient" is not clear.
- "Adequate" has certain negative connotations, and could be replaced by "Satisfactory". However "Satisfactory" is a very mediocre word.
- "Superior" has negative social connotations and should be avoided. Use "Proficient".

F12 Is the framework (Figure 2) useful for and understandable by parents and community?

- It needs to be more descriptive and to reflect specifically stated purposes. It is currently dependent on some very ill-defined standards which are awkwardly presented.

F13 Please list any additional terms that you would like to see included in the glossary.

- analytical
- critical
- differentiation
- elaborated story
- embedded episode
- emergent literacy
- ESL/ESD (distinction)
- form
- formal
- language
- literacy
- literacy curriculum
- Ministry definitions of "exceptionalities"
- mode
- modification
- transactional language
- voice

- All terms - especially in public documents and in guidelines for educators - must be clearly and closely defined, and not open to interpretation as most terms in this document are. Otherwise, the standards will not be applied consistently across the province or across the boards.

- Jargon and vague terminology must be eliminated.

III THE CONTENT

C1 Are all necessary knowledge, skills and attitudes included in the indicator section?

- Yes, as "finished products". But what are the observable, measurable, developmental stages leading up to these? They must be clearly presented.
- There are far too many indicators to be used practically in assessment, evaluation and reporting processes.
- Many of the indicators are too general. Concrete examples and exemplars need to be included.

C2 Are the standards consistent across the three grades? Please identify those that are and those that are not.

- No. There are gaps and inconsistencies (see Appendix B).
- The strands are difficult to follow.
- Is the curriculum controlling the indicators, or will the indicators ultimately define and control the curriculum?

IV General

What additional comments, suggestions and recommendations do you have about *Provincial Standards: Language (Grades 3, 6, and 9)?*

- The document is cumbersome, intimidating and long. The document is not user-friendly to the public or to teachers. It is the Ministry's responsibility to make it so. Cross-references to ***The Common Curriculum*** are needed throughout.

- Reformat the material into simple, concise checklists. Use concrete examples. Reduce the 1372 indicators to a manageable number which can be realistically implemented.

- Much more direction is needed for dealing with identified exceptional students.

- More direction is needed on processes, tools and strategies for assessment and evaluation in terms of the standards stated.

- The figures and diagrams used need more explanation accompanying them.

- Developmentally, listening and speaking provide the foundation skills for reading and writing. The document should reflect this in its organization and emphases.

- Eschew jargon! Jargon baffles educators, infuriates parents and delights journalists who can have a "field day" at the Ministry's and boards' expense.

- Can values and attitudes really be observed, measured, assessed, evaluated and reported? If so, how? Provide models and processes for their evaluation.

- There will be many students who will socially, emotionally and intellectually be unable to meet these standards. What about them?

- Avoid or clearly define qualifiers such as "effectively", "tentative", etc. . .

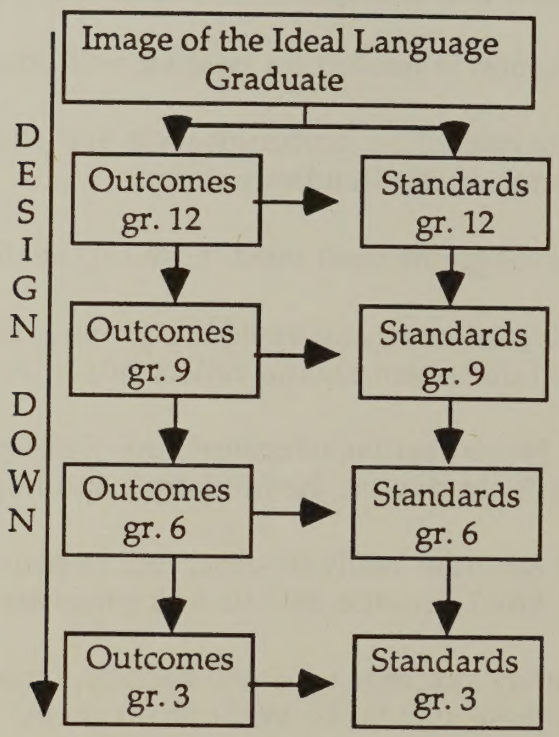
- Consider presentation formats other than 182 pages of dense print. This does not reflect the MOE philosophy that literacy involves more than reading. Videos and other graphic presentations could make this material much more accessible and comprehensible to educators and to the public alike.

- To what extent have human growth and development, an image of the ideal language graduate, and current socio-economic realities been considered in the development of this document? These should be first and fundamental considerations.

- Change the title to ***Provincial Standards: Languages.***

- Because a full design down process apparently was not employed to develop the language learning outcomes and from these the standards for language
  - many of the indicators are vague and many of the standards are too demanding
  - in many cases it is difficult to create a reasonable interface between the current Transition Years and Specialization Years language curricula

- particularly in the (meta) cognitive areas of *The Common Curriculum* in first-language learning, the expectations for transecents reflected in the standards are often quite unreasonable in terms of human growth and development
- why did the Ministry not employ a design-down process like the one outlined below?



Appendix B

Individual Group Responses
to
Provincial Standards : Language (draft)

1994

*Appendix B** contains the responses from the following groups:

- Parents
- Psychological Services Department
- Speech and Language Pathologists
- Special Education Department
- Teachers and Administrators (System)
- Languages Department (FSL)
- English Department

Many thanks to Marie Bountrogianni, John Hill, Bill Manson, Carol Ramberan, Janice Tomlinson and Mary Jean Tyczynski for supervising the focus groups and summarizing their responses.

* In order to conserve paper the entire package was not duplicated for inclusion in this report. However, a copy of the responses is available to Trustees, for perusal, through Bill Manson.

NOTE: ALL MEETINGS ARE TENTATIVE, WITH THE EXCEPTION OF THE STANDING COMMITTEES, FRENCH LANGUAGE SECTION AND BOARD, UNTIL CONFIRMED BY THE CHAIRMAN CONCERNED.

DECEMBER, 1994

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Inaugural 19:00	2	
	5 French Language Section ? 19:00	6 Operations and Finance 18:15	7 Program ? 18:15	8 Personnel and Organization 18:15	9	
	12	13	14 Special Education Advisory Committee ? 19:00	15 Board 20:00	16	
CHRISTMAS BREAK DECEMBER 21 - JANUARY 3	19	20	21	22	23 EDUCATION CENTRE CLOSED AT NOON.	
CHRISTMAS DAY	26 EDUCATION CENTRE CLOSED	27 EDUCATION CENTRE CLOSED	28	29	30	

Issued 1994 08 25

1994. 09.08

To: Chairman and Members of the Program Committee

From: Elizabeth G. Bond, Superintendent of Program

Re: Hepatitis B: 1994/95 Immunization Program for Grade 7 Students

Report: **INFORMATION**

BACKGROUND

In the spring of 1994, the Ministry of Education and Training and the Ministry of Health introduced a Grade 7 immunization program against Hepatitis B to commence in the fall of 1994.

Both the Health and Education Ministries are cooperating on a major communication strategy which will result in pamphlets and videos for both schools and parents. The pamphlets will contain consent forms and will be done in a variety of languages.

Implementation of this program has been assigned to the local Health Departments in cooperation with the local school boards. Joint planning meetings amongst the three local school boards and the local health department in Hamilton commenced in May 1994. The purpose of this planning was to minimize disruption to education and administrative processes within the schools while facilitating an effective and efficient immunization program.

The plan for Hamilton Schools is as follows:

September-October
- Distribution of promotional materials including a video and pamphlets for both students and parents. (The pamphlet contains a consent form.)
- Media Releases
- Presentations to Principals' groups

October-December
- Immunize grade 7 students (2 doses) whose parents have signed for consent.

April-May
- Immunize grade 7 students (1 dose)

It must be stressed that this is a VOLUNTARY inoculation process. A family (or student) could choose not to participate. There has to be three visits to each school to complete the inoculation cycle.

It should also be noted that the vaccine is free for grade 7 students through this program. There will be no costs to parents or school boards for the hepatitis B vaccine.

ISSUE

To share with trustees information about the planned Hepatitis B: 1994/95 Immunization Program for Grade 7 Students

RECOMMENDATION

That the report on Hepatitis B: 1994/95 Immunization Program for Grade 7 Students be received for information.

RATIONALE

See Appendix A (attached)

Prepared by: Bryan Schofield, Supervisor, Adjustment Services

APPENDIX A

Ontario

Ministry of Health	Ministère de la Santé	Ministry of Education and Training	Ministère de l'Éducation et de la Formation

MEMO TO: Chairs of School Boards
Directors of Education

FROM: Ruth Grier
Minister of Health

Dave Cooke
Minister of Education and Training

As you are aware, the Ministry of Health is introducing a Grade 7 immunization program against hepatitis B beginning this fall.

Hepatitis B is a disease of major public health concern, not only in terms of overall morbidity and mortality, but also in terms of economic consequences and demands on medical resources. More than 300 cases of symptomatic disease are reported in Ontario each year. In many instances the disease has no manifestation and people may have the disease, and spread it, without knowing.

There is no satisfactory treatment for hepatitis B, but there is a vaccine to prevent it. Pre-adolescent immunization is part of Ontario's strategy to control hepatitis B. To date, vaccine programs have targeted high-risk groups.

The rationale for choosing grade 7 students is as follows:

- they are easily accessible in junior high and elementary school system
- the vaccination will allow protection prior to the age when rates of STDs begin to increase (in Ontario, heterosexual activity is a major risk factor for acquiring hepatitis B)
- the truancy rate is lower than in secondary school (better protection for those most vulnerable -- early drop-outs)

...2

- it ties in with education about sexuality and STDs; they are able to understand the benefits of immunization and participate in the decision to be immunized.

Public health nurses will give grade 7 students three doses of the vaccine within the 94/95 school year (October/November/April or November/December/May). This program is not mandatory; children or their parents can refuse. It is therefore very important that children and their parents understand what hepatitis B is and why it should be prevented.

The only other province to have such a program in place is British Columbia. In the first year of its program 91 per cent of its grade 6 cohort was immunized. We hope Ontario will see an equally successful level of immunization.

Local public health staff will be in touch with your board, and with local principals, to discuss implementation of this important program.

Thank you for your help and co-operation.

Yours sincerely,

Ruth Grier
Minister of Health

Dave Cooke
Minister of Education and Training

BACKGROUNDER

Ministry of Heal
Ontari

INFORMATION FOR SCHOOL BOARDS AND TEACHERS

HEPATITIS B IMMUNIZATION FOR GRADE 7 STUDENTS

- More than 300 cases of hepatitis B are reported in Ontario each year, most of them among young adults.

- Many more cases are unreported because people can have hepatitis B and not know it.

- Hepatitis B is a virus that attacks the liver. Some infections are mild but it can cause permanent liver damage and scarring and, in some cases, death. It is the number one cause of liver cancer in the world. There is no cure for hepatitis B, but there is a vaccine to prevent it.

- The virus is primarily spread by sexual contact or by contact with the blood of an infected person. About half the people who catch hepatitis B never feel sick. They can spread the disease without knowing it.

- Most new cases are the result of sexual contact with an infected person. The disease is also spread through dirty needles, body and ear piercing, and tattooing.

- An infected mother may pass the disease to her newborn during birth. Babies of carrier mothers receive a vaccine at birth to protect them from infection.

- Because of the seriousness of this disease, a hepatitis B vaccination program is being offered to all Grade 7 students in Ontario.

- The rationale for choosing grade 7 students:

  - they are easily assessible in junior high and elementary school systems
  - the vaccination will allow protection prior to the age when high-risk activity begins
  - the truancy rate is lower than in secondary school (better protection for those most vulnerable -- early drop outs)
  - it ties in with education about sexuality and STDs; they are able to understand the benefits of immunization and participate in the decision to be immunized.

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AGENDA

PROGRAM COMMITTEE

1994 10 06

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Provincial Mathematics Review (Grades 8, 10, 12)
   – Results of Retesting — **Pages 1 to 8**

NEW BUSINESS:

1. Verbal Update from the Officials re Hamilton's Sesquicentennial Year Celebrations in 1996

2. Policy on the Communication of Provincial and System-Wide Assessment Results at the School and System Levels — **Pages 9 to 14**

3. Report of the Special Education Advisory Committee — **Page 15**

Date: 1994 10 06

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program
G. Knill, Co-ordinator of Mathematics

Re: Provincial Mathematics Review (Grades 8, 10, 12)
Results of Retesting

Report: Information

Background

In the spring of 1990 students enrolled in the Grade 8, Grade 10 General, and Grade 12 Advanced mathematics courses participated in the Provincial Mathematics Review. As a result, six recommendations at the system and school levels were presented to the Operations Management Committee in June 1992. In May 1993 a Status Report was presented to the Operations Management Committee outlining the system and school activities that had occurred to address the recommendations (Appendix I)

The purpose of this report is to provide information about Recommendation #6:

> **Recommendation #6**
> That the Hamilton Board of Education participate fully in any future provincial review in mathematics. If there is no provincial review, the Hamilton Board duplicate the past review to evaluate any changes that have been made.

In the 1993-94 school year students enrolled in the Grade 8, Grade 10 General, and Grade 12 Advanced mathematics courses were retested using the 1990 Provincial Review instruments. The following charts compare the results of the 1990 Provincial Review and the 1993-94 restesting.

Grade 8: 1876 students tested in 1990
2007 students tested in 1994

Topic	**Ontario Grade 8 1990**	**Hamilton Grade 8 1990**	**Hamilton Grade 8 1994**
Numerical Methods	65.6%	63.1%	67.5%
Measurement & Geometry	60.2%	55.5%	60.2%
Process Problems	35.6%	39.9%	45.1%

Grade 10: 413 students tested in 1990
864 students tested in 1994

Topic	Ontario Grade 10 1990	Hamilton Grade 10 1990	Hamilton Grade 10 1994
Numerical Methods	65.6%	65.4%	72.1%
Algebra	55.9%	55.6%	63.3%
Measurement & Geometry	46.3%	46.2%	54.1%
Process Problems	33.2%	32.3%	62.4%

Grade 12: 386 students tested in 1990
891 students tested in 1994

Topic	Ontario Grade 12 1990	Hamilton Grade 12 1990	Hamilton Grade 12 1994
Algebra	57.2%	53.5%	68.4%
Measurement & Geometry	52.2%	49.2%	51.3%
Process Problems	47.2%	50.3%	72.6%
Relations & Functions	48.6%	46.5%	56.1%

Issue

To share with trustees the results of the Mathematics retesting as outlined in Recommendation #6 as they compare with the 1990 Provincial Mathematics Review.

Recommendation

That the Provincial Mathematics Review (Grades 8, 10, 12) Results of the Retesting Report be accepted for information.

Rationale

Board results from the 1990 Provincial Mathematics Review have been addressed in various ways at the system and school levels by acting on the five recommendations outlined in Appendix I. As a result of these actions, the retesting (recommendation #6) has shown significant improvement in student achievement at all levels in all mathematics areas.

APPENDIX I

To: Chairman and Members of
Operations Management Committee
Board of Education for the City of Hamilton
1993 05 11

From: E. G. Bond, Superintendent of Program

Re: **Provincial Mathematics Review Status Report**

Report: Information

BACKGROUND

All grade eight students, students enrolled in grade ten general level mathematics and grade twelve advanced level mathematics participated in the Provincial Reviews in Mathematics during the spring of 1990.

A report on the results of the Provincial Reviews which indicated recommendations (Appendix I) based on the interpretation of the results was presented to the Operations management Committee for information in June 1992.

Each school developed a plan to address the recommendations in conjunction with a system plan. This status report (Appendix II) outlines the system and school activities that have occurred to address the recommendations.

ISSUE:

To provide trustees with information regarding the status of the recommendations of the Grade 8, 10, 12 Provincial Reviews Report.

RECOMMENDATIONS

That the Provincial Mathematics Review Status Report be received for information.

RATIONALE:

Board results have been addressed in various ways at the system level by acting on the six recommendations.

Individual school results have been addressed at the school level in a variety of ways by acting on the six recommendations as they relate to the school results.

Prepared by: G. D. Knill, Mathematics Co-ordinator

Mathematics Provincial Review

FROM OMC JUNE 1992

Summary of Recommendations

Recommendation 1:
A plan be developed to assist parents in understanding the mathematics being taught, the processes used, and the role of homework, so that they can better support and assist their children.

Recommendation 2:
The current Mathematics Curriculum be modified to include attention to real-life applications, use of computers and calculators, an emphasis on estimation skills, and teaching strategies that deal with gender differences, learning styles and the impact and importance of a variety of technologies and manipulatives.

Recommendation 3:
In secondary schools, Mathematics' departments focus on methodology, curriculum, technologies and strategies, and that these strategies be shared with their feeder schools.

Recommendation 4:
Ongoing inservice for all teachers teaching mathematics be an integral part of existing plans at all levels.

Recommendation 5:
The Grade Twelve Advanced Level Curriculum be investigated and recommendations be made to better meet the needs of all the students enroled.

Recommendation 6:
The Hamilton Board participate fully in any future provincial review in mathematics. If there is no provincial review, the Hamilton Board duplicate the past review to evaluate any changes that have occurred.

PROVINCIAL MATHEMATICS REVIEW STATUS REPORT

Introduction

During this school year the mathematics coordinator met with middle school principals and mathematics department heads to discuss each individual school's Provincial Review results. These meetings led to further meetings with school staffs to discuss school and department plans to address the findings of the Review.

Middle school principals and secondary school mathematics department heads submitted reports in April, 1993, listing activities during the past year initiated as a result of the Review and outlining their plans for next year.

The following summarizes the system status and school activities related to each of the Board's recommendations.

Recommendation #1
A plan be developed to assist parents in understanding the mathematics being taught, the processes used, and the role of homework, so that they can better support and assist their children.

System Status

A mathematics Fact Sheet is being prepared in cooperation with the Public Relations Department for the 1993–94 school year. The fact sheet is intended to be used by schools in communicating with parents. The fact sheet will:

- outline the features of mathematics programs
- describe today's mathematics classroom
- outline the roles of the school, the student, and the parent
- address provincial, national, and international assessments
- explain the role of homework
- provide some mathematics "Dos and Don'ts" for parents

School Activities

The following are some school activities addressing this recommendation

- A handbook for parents has been developed outlining curriculum, homework responsibilities, and evaluation.
- The focus of "Meet the Teacher Night" in September is the grade 7, 8, and 9 mathematics program and school-home-student roles.
- There is ongoing dialogue between advisor/core teacher and parents regarding processes such as homework.
- The evaluation policy is sent home at start of the year.
- A summary of the topics to be taught is given to parents.
- Programs, evaluation, and student expectations are discussed at Home and School meetings.
- An evening of workshops is held for parents on homework and study skills.
- For each topic a review booklet is prepared and is signed by parents as it is completed.
- A newsletter informs parents about tutorials that are available.
- Public displays of mathematics curriculum and students work are designed.
- Letters sent home at the start of the year outline student responsibilities regarding homework and work missed due to absenteeism.

Recommendation #2
The mathematics curriculum be modified to include attention to real life applications, use of computers and calculators, an emphasis on estimation skills, and teaching strategies that deal with gender differences, learning styles and the impact and importance of a variety of technologies and manipulatives.

System Status

- During the past year there was a system-wide focus on using different teaching strategies for teaching mathematics in order to provide a program that is presented in ways more appropriate to a wide variety of learners.

- In the past two years hiring practices have addressed gender issues within the mathematics teacher group.

- Calculators were distributed for students in grade 7 and 8. Two in-service sessions on the appropriate use of calculators were held.

- A variety of manipulatives were provided for middle schools and secondary schools along with appropriate in-service.

School Activities

The following are some school thrusts addressing this recommendation.

- The amount of mathematics time spent in the computer lab has been increased.
- A new emphasis on problem solving has been incorporated throughout courses of study.
- Mathematics has been put back into home rooms to reduce the number of teacher contacts
- Budgets have been devoted to buying learning materials and resource books.
- Applied mathematics lessons are being taught in other classes such as Design and Technology, Science, and Physical Education.
- Program is modified so the weak areas from the Review are given special attention.
- Students are being encouraged to participate in mathematics contests as a way of raising the profile of mathematics.
- Time is set aside each day for reinforcing basic skills and problem solving.
- Teacher mathematics teams meet weekly to discuss program and provide school in-service. Team planning also facilitates the use of computers and manipulatives.
- The amount of time allocated for mathematics has been increased.
- Different learning styles are being addressed by a variety of teaching strategies.

Recommendation #3

Secondary Schools, mathematics departments focus on methodology, curriculum, technologies and strategies and that these be shared with their feeder schools.

System Status

- Following discussions with department heads at September meetings, sharing sessions were initiated with feeder schools.
- A series of in-service sessions were held at Delta Secondary School to share experiences in activity based learning.
- Mathematics department heads are being in-serviced on journal writing and a variety of evaluation strategies. Department heads will then in-service their own staffs and middle school teachers.
- Beginning in September '93, middle school area representatives and mathematics department heads will meet regularly.

School Activities

The following are some school activities addressing this recommendation.

- Schools have established a process in which new strategies are shared.
- Mathematics teachers from middle schools and secondary schools are meeting together on a regular basis.
- Department heads attend middle school mathematics team meetings.

Recommendation #4

Ongoing in-service for all teachers teaching mathematics be an integral part of the existing plans at all levels.

System Status

- System-wide monthly workshops are held for middle school and secondary school teachers. This practice will be continued in the 1993–94 school year.
- Additional area workshops are held for principals, consultants, and middle and secondary school teachers on request.

School Activities

The following are some school activities addressing this recommendation.

- Schools are making mathematics in-service a priority in their school plans for next year.
- In-service at school team levels use a coaching format and exemplary practices are shared.
- Teachers team plan to share strategies and resources.
- Schools have monthly in-school mathematics in-service.

Recommendation #5
The Grade Twelve Advanced Level Curriculum be investigated and recommendations be made t better meet the needs of all the students enrolled.

System Status

- The Grade 12 Advanced Level Curriculum has been modified. Students will be tested with the Provincial Review instruments in June of this year in order to assess the effectiveness of the change.

Recommendation #6
The Hamilton Board participate fully in any future provincial review in mathematics. If there is no provincial review, the Hamilton Board duplicate the past review to evaluate any changes that have been made.

System Status

- Middle Schools and Secondary schools will use the provincial review test items in the 1993–94 school year to assess the effectiveness of the changes in program delivery.

- The grade 9 course of study is being revised this year. The course of study will include test items from the Provincial Review and the Benchmarks document. These items will be part of student evaluation.

- A revision of the 7 and 8 mathematics curriculum will begin in September, 1993. These cou of study will include test items from the Provincial Review.

Date: 1994 10 06

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program

Re: Policy on the Communication of Provincial and System-Wide Assessment Results at the School and System Levels

Report: Information/Decision

Background

In recent years, several developments politically, socially and economically have intensified the need for all levels within the school systems in Ontario to be responsive and accountable, in terms of the delivery of programs and subsequent student achievement.

Ongoing assessment enables the Ministry of Education and Training as well as school boards, to assess the effectiveness of programs in schools across the province. In a results oriented evaluation system, the primary concern is to provide data that will make it possible to assess performance, determine the extent to which performance conforms with requirements, and where performance does not conform with requirements, provide a basis for determining what can be done to correct the problem. The reporting format (Appendix I) is designed to ensure that the Hamilton school system has a relevant reporting system that indicates clearly to students, parents and community that our students are meeting established standards of performance.

Assessment is broadly defined as the process of collecting information on which judgments are made. The **primary purpose** of assessment of student achievement is to assist both educators and policy makers to improve instruction and to advance student learning. Information about student achievement may be used in two different ways to accomplish this end:

> Teachers assess student's achievement to make decisions about individual students and to inform students and their parents/guardians about the progress they are making toward attaining the knowledge, skills and behaviours to be demonstrated.
>
> The system and Ministry assess students' achievement for accountability and systemic program improvement and to inform various personnel who make educational decisions (instructional, diagnostic, placement, promotion, graduation, curriculum planning, program development, policy) about relevant student progress.

These two methods are not mutually exclusive. In both instances the use of information is **improvement focused**. The second method can provide a frame of reference for teachers when assessing individual students and reporting to parents/guardians. Similarly, principals and school staff can use system assessments to review school instructional/program practices and staff development needs.

In September, 1994, a draft format for communicating assessment results along with rationale was presented to The Common Curriculum Steering Committee, School Administrators and Senior Management for discussion and feedback. The format presented in Appendix I and the Rationale in the body of the report are the result of the revisions suggested by these groups.

A further suggestion by Senior Management prompted the development of the proposed policy statement (Appendix II) for trustee approval in order to operationalize the communication strategies outlined in the Administrative Detail to implement the policy.

Communications Strategy
There are several ways for schools and the Board to communicate assessment results to students, parents, the community and the public.

The following communications strategy, developed in conjunction with the Public Relations Officer, Gayla Brock-Woodland, will ensure consistency in reporting procedures through a systematic plan:

Step One: System Summary Report
At the time of the presentation of the assessment results in a report to the Program Committee, a System Summary Report will be released to key internal and external audiences, such as school staff, parent associations and media. This Summary Report will be in a format that may be included in school newsletters.

This System Summary Report will include school by school results; the purpose, method and timeline of the assessment; comparative data provincially and nationally, if the information is available; other similar assessments that have been or will be administered during the course of the school year or in the following school year; conclusions regarding the results taken from the report to the Program Committee and from the appropriate senior officials responsible for response to the results; a summary of action steps that will be taken to address the results. The Summary Report will present the information using graphic elements combined with written descriptions to communicate the results and actions in a concise and clear format. The Public Relations Officer will assist in designing such a format for communication purposes.

A copy of the Reporting Format (Appendix I), completed and submitted by each school participating in the assessment will be attached to the Summary Report or made available to internal and external audiences.

Step Two: School-Level Results/Action Plan Communication
Following the release of the System Summary Report, schools will establish a two-way communication procedure for the sharing of school results and the school action plan with students, parents and other members of the school community.

The school communication procedure will include written information about the results and the specific actions that have been planned by staff to address the results. If the results are positive, this communication will provide an opportunity for schools to share their comments on aspects of the school program that may have contributed to the good results. This communication not only recognizes and encourages such efforts, but ensures the school community is aware of these initiatives as critical to student achievement.

The school communication procedure will also include a meeting where staff, students, parents and community are invited to review the results and the action plan. The purpose of this meeting is to identify ways in which staff, students, parents and community agencies, volunteers, business partners etc. can be involved in addressing the actions to improve student achievement. The emphasis at these meetings would be on collaboration, the sharing of information and ideas and on shared responsibility.

Step Three: Progress Report
At an appropriate time following the reporting of results at the school level, schools will provide a progress report. The School Progress Report will be concise and address critical aspects of the action plan and progress towards reaching expected outcomes. This report could be circulated through parent meetings, open houses, interviews, report cards or through the school newsletter.

The progress report provides an opportunity for the schools to build an understanding that the response to the results must continue beyond the period of release of the data, as well as to show students, parents and the school community the progress that has been made and areas where parents and community support is still required.

An overall System Progress Report will be generated using the highlights from the school reports. The System Progress Report will be presented to the Program Committee for information.

Issue

To establish a Board Policy on the Communication of Provincial and System-wide Assessment Results to support responsiveness and accountability at the system and school levels.

Recommendation

That the Policy as attached, Appendix II, on the Communication of Provincial and System-wide Assessment Results be approved:

It is the policy of the Board of Education for the City of Hamilton to communicate the results of Provincial and System-wide assessments to students, parents and the community through a systematic procedure at the system and school levels. This procedure is founded on the understanding that the primary purpose of assessment is based on the improvement of student learning and that the communication of assessment results is to provide accurate and informative representation of the purpose, procedures and contexts of the assessments and the action plans for addressing the results

Rationale

Assessment results should provide not just numbers or ratings but accurate and informative representation of student performance in relation to the goals of the assessment instrument.

Assessment results should take into account the many variables that might influence them. Important factors to consider include school related program factors (instructional strategies, resources used, opportunity to learn) as well as non school related factors in the form of school demographics (language and socio economic factors) and student abilities (exceptionalities).

Assessment results should be understandable and described in sufficient detail (without jargon) so that the meaning is clear to all audiences.

Assessment results should include both strengths and areas of need so that strengths can be built upon and problem areas addressed.

Communication of assessment results should be reported in the context of other relevant school information. Information about student performance as a group should be one part of multiple indicators of the quality of education at the school level.

Communication of assessment results should be expressed in an honest, forthright, "no excuses"

Communication of assessment results should include action plans which respond to the results.

Communication of assessment results should indicate both school and system accountability in addressing the results.

Communication of assessment results should express willingness for collaboration with all the partners in educating our students.

Appendices

Appendix I School Results Reporting Format

Appendix II Policy on the Communication of Provincial and System-Wide Assessment Results and Administrative Detail

SCHOOL RESULTS REPORTING FORMAT

NAME OF ASSESSMENT:

SCHOOL: _____ **PRINCIPAL:** _____

NATURE OF THE SCHOOL

Relevant details to be included in this section:

- **characteristics of school neighbourhood**
- **mobility of the student population**
- **mobility of the staff (teachers, administrators)**
- **experience of staff**
- **involvement of parents**
- **involvement of volunteers**
- **school organization**
- **other significant factors**

SCHOOL DEMOGRAPHICS

SCHOOL POPULATION

# (total) students	
# (total) ESL students	
# (total) Exceptional students	
- BEH.	
- Gifted	
- GLD	
- SLD	
- other _____	
# (total) teachers	
- regular classroom	
- special education classroom	
- learning resource	
- other _____	
# students in special programs	

Other pertinent information not included above

PARTICIPANTS

PARTICIPANTS IN THE ASSESSMENT

# (total) students	
# ESL students	
# Exceptional students	
- BEH.	
- Gifted	
- GLD	
- SLD	
- other _____	
# students in special programs	
# French Immersion students	
# teachers	

Other pertinent information not included above

RESULTS

School Results will be entered in this section as outlined in the assessment which has been administered. The format of this information may vary with the specific assessment - its purpose and methodology. Where applicable comparative Hamilton and/or provincial results will be included in this space.

School Comments

The following information will be included in this section:

- **Comments on the review process itself.**
- **Comments on the validity of the results based on other evidence.**

School Action Plan

- **The following information will be included in this section: action, responsibilities, indicators of success and timelines.**

  This is a significant section in the report since it indicates the way in which the school plans to address the results.

Date: _____ **Principal's Signature:** _____

COMMUNICATION OF PROVINCIAL AND SYSTEM-WIDE ASSESSMENT RESULTS

A POLICY STATEMENT

It is the policy of the Board of Education for the City of Hamilton to communicate the results of Provincial and System-wide assessments to students, parents and the community through a systematic procedure at the system and school levels. This procedure is founded on the understanding that the primary purpose of assessment is based on the improvement of student learning and that the communication of assessment results is to provide accurate and informative representation of the purpose, procedures and contexts of the assessments and the action plans for addressing the results

B ADMINISTRATIVE DETAIL

1. The Superintendent of Program shall be responsible for:

a) developing a System Summary Report that includes:
- –a summary of school by school reports
- –the purpose, method and timelines of the assessment
- –comparative data provincially and nationally, if the information is available
- –other similar assessments that have been or will be administered during the course of the school year or in the following school year.
- –conclusions and recommendations from the report
- –a summary of action steps that will be taken to address the results
- –school by school reports completed and submitted on the School Results Reporting Format (Appendix I) by the principal of each school participating in the assessment as an attachment to the Summary Report
- –a timeline for the development of a System Progress Report to the Program Committee.

b) presenting the Summary Report to the Program Committee

c) working with the Public Relations Officer to design a format based on the Summary Report that is appropriate for communication to staff, parents and the community

d) developing an overall System Progress Report which will be generated using the highlights from the school reports. The System Progress Report will be presented to the Program Committee for information. The System Progress Report will be released to the system and the community following the presentation to the Program Committee.

2. The Principal of the School participating in the assessment, under the supervision of the Superintendent of Schools and as part of the school planning, shall be responsible for:

a) completing the School Results Reporting Format (Appendix I) and submitting to the appropriate Superintendent of Schools and to The Superintendent of Program.

b) developing and implementing a two-way communication procedure for sharing of school results and the school action plan with students, parents and other members of the school community following the release of the System Summary Report. The communication procedure includes:
- –providing written information about the results and the specific actions that have been planned by staff to address the results
- –inviting staff, students, parents and community to a meeting to review the results and the action plan. The purpose of this meeting is to identify ways in which staff, students parents and community, volunteers, business partners, etc. can be involved in addressing the actions to improve student achievement. The emphasis for these meetings will be on collaboration, the sharing of information and ideas and on shared responsibility.

c) providing a concise Progress Report to students, parents and the community which addresses the critical aspects of the school action plan and progress towards reaching expected outcomes. This report will be circulated through such methods as parent meetings, open houses, interviews, report cards or school newsletters.

(Review Date: October 1997)

REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. I. Adamson (Chairman); Trustees Bishop, Mulholland and Patenaude; Mesdames Barr, Bramberger, Dalziel, Kerr Jaskiewicz, Kappheim, Oommen and Mason; Messrs. Bucsis, Shields and Verticchio.

Also Present: Trustee Johnston.

Officials Present: E. Bond, Superintendent of Program
Dr. J. Tomlinson, Supervisor of Special Education

The Committee recommends:

GENERAL

1. That the Ministry memorandum on Integration of Exceptional Pupils be received for information and that:

a) Whereas the Board needs to be prepared for the implementation of Bill 4 and Regulation 305 concerning integration of Special Education Students and recognizing there will be human resource, accommodation, operations and program issues, SEAC recommends the establishment of a working group with representation from the Human Resources Department, Plant Department, Accommodation Committee, Finance Department, Superintendents of Schools, Principals, Special Education Department, students, SEAC members and trustees to bring recommendations to SEAC by March, 1995.

b) The proposed terms of reference would be to identify the practical implications of implementation of Bill 4 relative to the human resources (staff development, staffing et al), accommodation, accessibility, financial resources, accountability measures and other operational issues.

c) The following be nominated as members of the working group:
Mrs. Oommen, SEAC representative
Trustee Bishop, Trustee representative

Respectfully submitted

Lower Auditorium
1994 09 21

DR. I. ADAMSON
Chairman

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A38
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URBAN MUNICIPAL

NOV 8 1994

GOVERNMENT DOCUMENTS

AGENDA

PROGRAM COMMITTEE

1994 11 03

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Interim Report re Directions for Secondary School Education in the System

2. Report on Ontario Academic Credits (OAC) Enrolment **Pages 1 to 4**

3. Report re Dr. Harry Paikin Library **Pages 5 to 16**

NEW BUSINESS:

1. Presentation – Hamilton–Wentworth Regional Police re Scholastic Liaison Officer Program **Pages 17 to 38**

2. Report of the Supervised Alternative Learning for Excused Pupils Committee **Pages 39 to 40**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report re School Libraries: From Resource Centres to Information Centres **Pages 41 to 49**

NEW BUSINESS:

1. Report on Results for the Provincial Grade 12 Writing Test, 1991–92 **Pages 50 to 96**

Date: 1994 11 03

To: Chairman and Members
Program Committee

From: E. G. Bond
Superintendent of Program

Re: Ontario Academic Credits Enrolment

Report: Information

Background

Each year students graduating from a grade 12 program of studies make decisions that determine their future scholastic and career directions. The alternatives that may be considered are entering the world of work, enrolling in a program of studies at a community college or furthering their secondary school education through completion of Ontario Academic Credits.

The factors that determine the direction selected by any student may include but not be restricted to the following: the level of the program of studies (advanced, general or basic) completed in grade 12, individual talents and interests, degree of success achieved in grades 9 through 12, direction and encouragement received from parents, peers, teachers and counsellors, socio-economic characteristics of the family, general economic climate in the community. The relative importance of each factor as it applies to the circumstances of grade 12 students will determine the numbers of students who enroll in Ontario Academic Credit courses for the following September.

The following Boards of Education were contacted and asked to make available their grade 12 student enrolment in June and the grade 13/O.A.C. enrolment the following September, for the years 1989 to 1993:

Board of Education for the City of Etobicoke
Board of Education for the City of London
Board of Education for the City of Toronto
Board of Education for the City of Windsor
Brant County Board of Education
Durham Board of Education
Halton Board of Education
Lincoln County Board of Education
Niagara South Board of Education
Peel Board of Education
Waterloo County Board of Education
Wentworth County Board of Education

The enrolment statistics made available from the Boards of Education listed above, along with the corresponding statistics for the Hamilton Board of Education are recorded in Appendix I. Statistics were not available at this time from all Boards that were contacted.

Additionally, the September 30, 1994 O.A.C. enrolment numbers for secondary schools operated by the Board of Education for the City of Hamilton and the number of O.A.C. courses scheduled for semester one are reported in Appendix II.

Issue

To provide information for trustees in response to the following motion passed by trustees at the Program Committee meeting 1994 03 03:

> "That a Report on Ontario Academic Credits (O.A.C.) Enrolment be brought to the Program Committee in the Fall of 1994."

Recommendation

That the Report on O.A.C. Credit Enrolment be received for information.

Rationale:

Any comparative examination of the enrolment statistics presented in Appendix I must consider the variables that are included in the O.A.C. numbers that have been reported.

1. No common set of criteria is used by all Boards of Education for identifying students as grade 12 or O.A.C. students.

   a) The grade 12 students 'reaching ahead' who are enroled in one or more O.A.C. courses in their fourth year of secondary school attendance are included by some Boards in their O.A.C. numbers. These students are not reported separately from fifth year students enrolled in O.A.C. courses.

   b) The students enrolled in O.A.C. credits in their sixth year of secondary school attendance who are repeating O.A.C. courses or upgrading O.A.C. marks are included in the O.A.C. numbers. These students are not reported separately from fifth year students enrolled in O.A.C. courses.

2. The O.A.C. enrolment in a public school system may be supplemented to some unspecified degree, by students who have transferred from a neighboring separate school in one system or from an independent school.

3. The O.A.C. enrolment in a public school system may be supplemented to some unspecified degree by students who have transferred from a non-semestered school in one system, to a semestered school in a neighbouring system, in order to complete their secondary school education in 4 1/2 years.

Consequently, caution is advised in comparing the grade 12 and O.A.C. enrolment numbers available from the various Boards, as a basis for determining the numbers of students (in any given year) who proceed directly from grade 12 graduation to O.A.C. enrolment.

Appendix

Appendix I Enrolment Changes June Grade 12 to September O.A.C.
Appendix II O.A.C. Enrolment - Number of Courses Offered

Appendix I

Enrolment Changes June Grade 12 to September O.A.C.

The Board of Education for the City of Hamilton

Year	June Grade 12	September OAC	Change in Enrolment	% Change in Enrolment
1989	2,367	1,002	-1365	-58%
1990	2,376	999	-1377	-58%
1991	2,410	1,090	-1320	-55%
1992	2,705	1,167	-1538	-57%
1993	2,615	1,239	-1376	-53%

The Board of Education for the City of Windsor

Year	June Grade 12	September OAC	Change in Enrolment	% Change in Enrolment
1989	1,702	893	-809	-48%
1990	1,651	683	-968	-53%
1991	1,627	682	-945	-58%
1992	1,540	793	-747	-49%
1993	1,576	639	-937	-59%

Niagara South Board of Education

Year	June Grade 12	September OAC	Change in Enrolment	% Change in Enrolment
1989	2,239	1,057	1,182	-53%
1990	2,318	1,183	1,135	-49%
1991	2,583	1,355	1,228	-48%
1992	2,925	1,341	1,584	-54%
1993	3,202	1,279	1,823	-57%

ncoln County Board of Education

Year	June Grade 12	September OAC	Change in Enrolment	% Change in Enrolment
1989	2,117	1,138	-979	-46%
1990	2,005	1,108	-897	-44%
1991	2,036	1,032	-1,004	-49%
1992	1,987	947	-1,040	-52%
1993	2,052	1,004	-1,048	-51%

Wentworth County Board of Education

Year	June Grade 12	September OAC	Change in Enrolment	% Change in Enrolment
1989	1,542	697	-845	-55%
1990	1,410	821	-589	-42%
1991	1,426	869	-557	-39%
1992	1,467	899	-566	-39%
1993	1,464	907	-557	-38%

Waterloo County Board of Education

Year	June Grade 12	September OAC	Change in Enrolment	% Change in Enrolment
1989	4,328	2,310	-2,018	-47%
1990	4,112	2,495	-1,617	-39%
1991	4,277	2,462	-1,815	-42%
1992	4,580	2,610	-1,970	-42%
1993	5,707	2,823	-2,884	-51%

Peel Board of Education

Year	June Grade 12	September OAC	Change in Enrolment	% Change in Enrolment
1989	6,204	2,416	3,788	-61%
1990	5,762	2,697	3,065	-53%
1991	5,887	2,651	3,236	-55%
1992	5,750	3,100	2,650	-46%
1993	6,281	3,415	2,866	-46%

Halton Board of Education

Year	June Grade 12	September OAC	Change in Enrolment	% Change in Enrolment
1989	2,627	2,043	-584	-22%
90	2,924	N/A	-	N/A
1991	3,073	2,844	-229	-7%
1992	2,891	2,766	-125	-4%
1993	3,012	2,530	-492	-16%

The Board of Education for the City of London

Year	June Grade 12	September OAC	Change in Enrolment	% Change in Enrolment
1989	2,839	2,643	196	-7%
1990	2,721	2,617	104	-4%
1991	2,894	2,724	170	-6%
1992	2,779	2,079	700	-25%
1993	3,412	1,994	1,418	-42%

/pgb
94/09/27

Appendix II

O.A.C. Enrolment — Number of Courses Offered September 30, 1994

Schools	< than 50 O.A.C. Students
Delta	17 courses
G.P.Vanier	11 courses
S.W.Churchill	18 courses
Scott Park	16 courses
Westmount	20 courses

Schools	51 › 75 O.A.C. Students
Glendale	19 courses
Hill Park	21 courses
Sherwood	18 courses

Schools	76 › 100 O.A.C. Students
Barton	20 courses
S.A.MacNab	23 courses
S.J.A.Macdonald	20 courses

Schools	> than 101 O.A.C. Students
Westdale	27 courses

Incidence of O.A.C. Course Offerings

Courses Offered in more than 10 Secondary Schools			
Chemistry	French	Mathematics	Physics
English	Geography	Mathematics	Physical Education
Family Studies	History	Mathematics	

Courses Offered in 5 — 10 Secondary Schools			
Accounting	Economics	Law	Writer's Craft
Biology	Geog./Envir. Studies	Mathematics	
Computer/Problem Solving	History	Visual Arts	

Courses Offered in fewer than 5 Secondary Schools			
Administrative Studies	French	Music	Spanish
Dramatic Arts	Latin	Physical Education	
English	Mathematics	Science	

/pgb
94/10/13

Date: 1994 11 03

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: Dr. Harry Paikin Library

Report: Information

Background

At the April 26, 1994 Operations and Finance Committee meeting the following motion was approved:

> *That the Dr. Harry Paikin Library budget be retained until a report is presented recommending alternative methodology that meets the needs of the system.*

The report provides information requested during the discussion of the motion and addresses alternative methods of service delivery and the possible future role of the Dr. Harry Paikin Library.

Issue

To provide trustees with information requested at the April 26, 1994 Operations and Finance Committee meeting regarding the Dr. Harry Paikin Library.

Recommendations

1) That the report on the Dr. Harry Paikin Library be received for information.

2) That the Director establish a committee to develop a comprehensive plan which includes the Dr. Harry Paikin Library for the system-wide implementation of information technologies, with a report back to the Program Committee by March 1995.

Rationale

As outlined in appendices I, II and III the report on the Dr. Harry Paikin Library provides a cost effective service, equitable access to resources and efficiency of time in addressing present needs across the system. Appendix IV suggests future ways in which a central professional library can meet the needs of the system through information technologies and amalgamation of resources.

Appendices

Appendix I	The Dr. Harry Paikin Library as an Integral Part of the Education System
Appendix II	Advantages of a Central Professional Educational Library
Appendix III	The Transferral of the Library Collection
Appendix IV	The Electronic Library of the 21st Century

Appendix I

THE DR. HARRY PAIKIN LIBRARY AS AN INTEGRAL PART OF THE EDUCATIONAL SYSTEM

a) Operational Data:

The Dr. Harry Paikin Library is a professional educational library.

The library collection contains approximately 15,000 books and 325 current subscriptions. The collection includes specialized indexes, abstracts to periodical literature, handbooks, directories, year books, encyclopedias, dictionaries, specialized microfiche collections, curriculum guidelines, Board Minutes, information pamphlets, budget reports, accommodation reports, academic memoranda, operating procedures memoranda, and government documents.

The library is staffed by the following personnel:

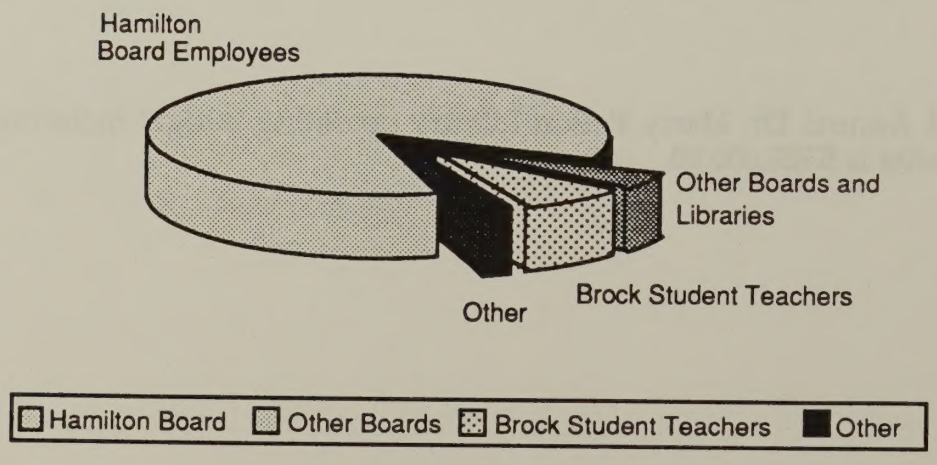
- Head Librarian
- Research Librarian
- Library Technician (3)
- Library Secretary
- Student Assistant (2)

The 1994 Annual Dr. Harry Paikin Library operating budget including salaries and benefits is $325,000.00.

b) Clientele Served by the Dr. Harry Paikin Library:

- **classroom teachers and teacher librarians** in need of instructional support materials
- **consultants, co-ordinators and teachers** involved in curriculum writing
- **secondary school students** involved in research projects
- **board employees** engaged in professional development
- **school libraries** requiring centralized cataloguing service
- **student teachers** completing assignments
- **external libraries** exercising reciprocal borrowing privileges

Clients Served by Paikin Library

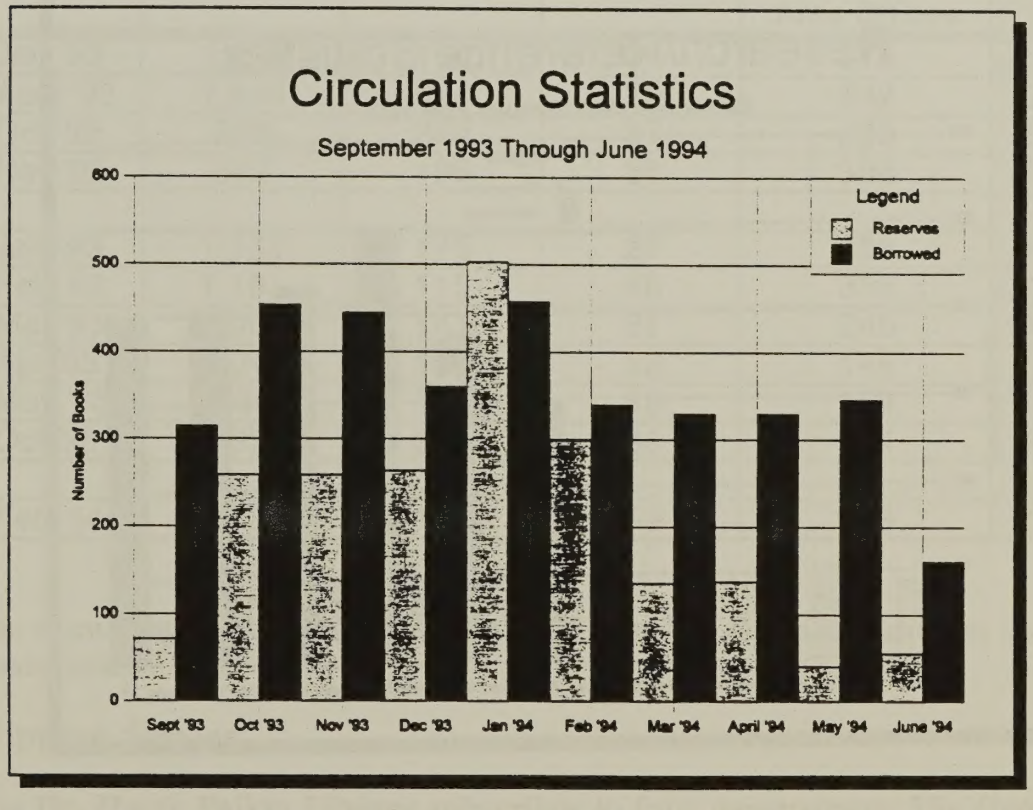


c) Services Provided by the Dr. Harry Paikin Library:

1) Collection Management:

The Dr. Harry Paikin Library houses a collection of approximately 15,000 books and 325 current subscriptions. This specialized educational collection includes many books and periodicals that are not available within Hamilton school libraries, the public library system or university libraries.

The staff are responsible for the selection of appropriate resources, organization, cataloguing materials and circulation of resources.

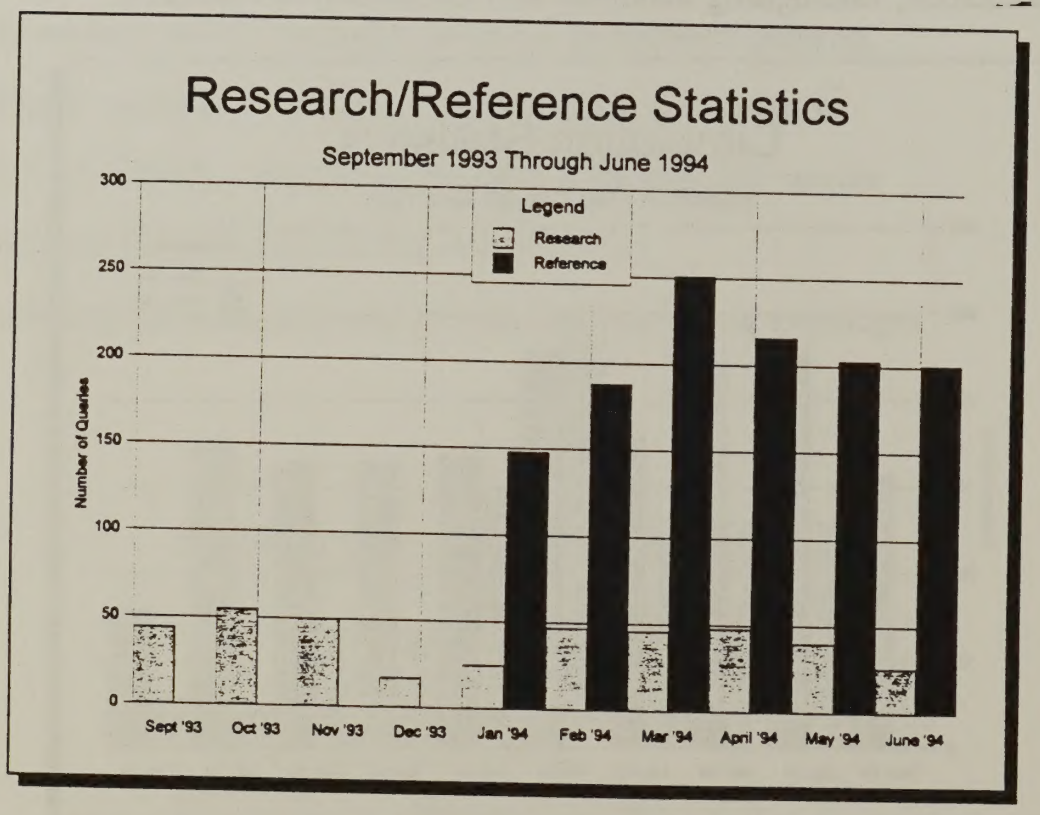


* Reference statistics not kept from Sept. '93 to Dec. '93

The above chart indicates not only the numbers of books circulated but also the number of reserves placed on materials within the collection. Numerous new books are in continuous circulation owing to multiple requests.

2) Research and Reference Requests:

As part of its daily function, the Dr. Harry Paikin Library responds to research and reference questions, the majority of which are submitted by employees of the Board of Education for the City of Hamilton. The requests include in-depth literature searches, customized bibliographies and factual information located in reference sources and research materials not found in school libraries.



3) Cataloguing for all School Libraries:

The library technicians in the Dr. Harry Paikin Library, under the supervision of a professional librarian, provide a centralized single source cataloguing service to all school libraries. The professional librarian keeps technicians aware of new cataloguing products and services as well as new policies and procedures. The complete implementation of electronic cataloguing services, in conjunction with Computer Services will increase the efficiency of this operation.

4) Dissemination of Information:

The Periodical Contents Listing (PCL) is a current awareness services provided by the Dr. Harry Paikin Library. The large number of library resources available make it time consuming for individuals to search for discrete resources. The PCL service identifies specific resources related to staff needs and categorizes them into subject areas. The PCL service is provided to Board employees only.

Month	Elementary Requests	Secondary Requests	Community Facilities	Education Centre and Area Offices	TOTAL
Jan '93	1,275	199	34	318	1,826
April '93	1,646	844	79	692	3,261
Oct '92	908	264	37	283	1,492
Nov '92	865	198	59	308	1,430
Jan '93	1,132	175	27	323	1,657
Feb '93	1,101	115	46	355	1,617
Mar '93	1,006	141	31	245	1,423
Apr '93	426	101	32	146	705
May '93	785	100	39	189	1,113
Oct '93	1,379	215	36	514	2,144
Feb '94	1,329	161	49	289	1,823

The numbers of requests for articles listed in PCL service indicates its value to Board staff.

Clipping Service

The Dr. Harry Paikin Library subscribes to four newspapers: *The Hamilton Spectator, The Globe and Mail, The Toronto Star and The Mountain News.* Each day articles related to education are clipped from these papers, photocopied and distributed daily to the Office of the Director, the Program Department, Human Resources Department, Staff Development office, the Public Relations Officer and to trustees through the Minute Room. Other groups are profiled and sent articles specific to their information request. All clippings are organized in the library for future reference.

New Acquisitions/Bibliographies

The Dr. Harry Paikin Library facilitates access to its collection of resources by providing all teachers and board staff bi-weekly new acquisition lists and timely subject bibliographies.

Appendix II

ADVANTAGES OF A CENTRAL PROFESSIONAL EDUCATIONAL LIBRARY

1) Cost Effectiveness:

- Enables the purchase of a broader range of resources housed at a single site, available to all staff through circulation, and avoids duplication of costs that result when system-wide resources are purchased on a school-by-school, and department by department basis.

- Provides centralized inter-library loan service and avoids the additional costs incurred when each school library purchases directories, on-line services, standardized forms, etc.

- Receiving library services from an external source would be prohibitive in terms of high service fees and the time required for teachers and board employees to access and compile information which cannot be found locally.

2) Equity of Access:

- Accessibility to specialized educational resources for all Board personnel, including teachers, trustees and Education Centre staff.

- Centralized, comprehensive resources and services allow all Hamilton Board of Education employees complete access to a collection designed to meet their information needs. No other collection of this subject nature exists locally.

- The Dr. Harry Paikin Library guarantees priority service to all Hamilton Board of Education employees. If employee requests had to be filled by external libraries, decreased service would result and in additional fees being charged.

3) Time Efficiency:

- The expertise of Dr. Harry Paikin Library results in the selecting and packaging of relevant information, from print and non-print sources, to meet individual requests.

- The expertise of Dr. Harry Paikin Library staff enables the acquisition of materials from external libraries in a timely and efficient manner. The standardized, international inter-library loan system is structured in such a way that reciprocal borrowing is only provided through libraries, not individuals.

- The specialized resources and the customized current awareness services compiled by the Dr. Harry Paikin Library staff facilitates the linking of discrete resources that meet specific information needs.

Appendix III

THE TRANSFERRAL OF THE LIBRARY COLLECTION

This section addresses the viability of transferring the Dr. Harry Paikin Library collection to the Hamilton Public Library, thereby continuing access to services at no direct operating cost to the Board.

- All public agencies such as the Hamilton Public Library are experiencing financial constraints. Any transferral of the Dr. Harry Paikin Library collection to the Hamilton Public Library System will likely not realize any additional revenues for the Board.

- The Public Library has downsized substantially and has fewer staff to fulfill their existing mandate. The Dr. Harry Paikin Library collection, according to its subject matter, would have to be housed in the social sciences area of the Public Library which currently has limited space. This area has only 2 librarians.

- Public libraries, special libraries (Paikin Library) and academic libraries offer different levels of service. The Public Library does not offer the same level of service that is offered by the Dr. Harry Paikin Library. There would be no current awareness service, no compiling of packages of information on a subject area, no literature searches without a fee, no inter-library loans without a fee, no distribution of resources directly to a school or board location.

- The Dr. Harry Paikin Library collection would soon become outdated, since the Public Library does not collect in the specialized areas of education. The Public Library would find it difficult within its existing budget to subscribe to the specialized journals and periodicals to which the Dr. Harry Paikin Library currently subscribes. Nor is it within the Public Library's existing mandate to collect within this specialized area.

- As a result of downsizing the Public Library is moving towards a self-service direction, particularly for students. This mode of self-service delivery is significantly different than the level of service provided by the Dr. Harry Paikin Library staff.

- The Public Library will be launching a new "Information Express" service in November. This new service will result in the introduction of a 'fee for use' as a means of generating revenue. This service is directed towards the small and medium sized business community who will use this service to enhance their businesses. It is likely that this 'fee for use' initiative will be applied to other users such as teachers, as the Public Library system attempts to recover costs.

Appendix IV

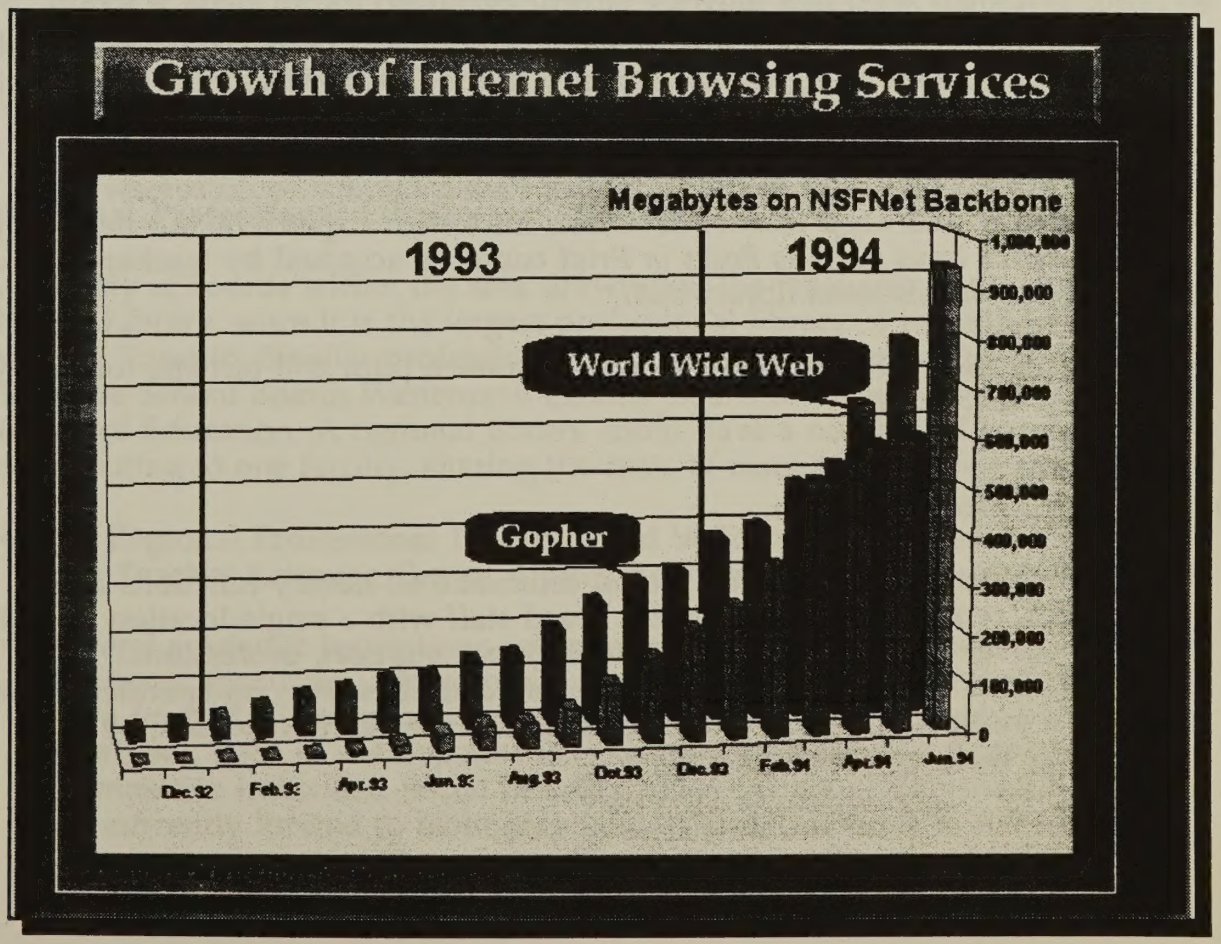
THE ELECTRONIC 21ST CENTURY OF LIBRARY

This section details the key features of a professional library in the 21st century. Such a professional library will continue to provide several functions and services related to collecting, organizing and dissemination of information that the Dr. Harry Paikin Library currently provides but will do so using the new information technologies.

1) The Internet

The Internet is a collection of more than 10,000 interconnected computer networks around the world that make it possible to share information almost instantly. The networks are owned by countless commercial, research, governmental, and educational organizations and individuals. The Internet allows the more than 1.5 million computers and 10 million users of the system to collaborate easily and quickly through messaging, discussion groups, and conferencing. Users are able to discover and access people and technologies and services. The Internet has become a major global infrastructure for education, research, professional learning, public service, and business and is currently growing at a rate of about ten percent per month.

Although it is highly unlikely that printed resources will become obsolete in the next twenty years, undoubtedly resources in electronic form will continue to proliferate. The following chart shows the rate of growth of resources on the Internet, which is the hub of the *Information Superhighway:*



The preceding chart illustrates the phenomenal growth rate of resources that are accessible using the two main browsing facilities of the Internet. Most of these resources are not replacing printed material, but rather are in addition to it.

- Owing to the phenomenal growth of Internet resources, it is unrealistic to expect individual Board employees, or every teacher-librarian to keep current with the resources available to them. Reviewing the growth rate of the World Wide Web for early 1994, an annual growth rate of 3000% is predicted, according to an MIT source.

- Just as the selection and packaging of the Dr. Harry Paikin Library's collections is the key to their effective use today, so too will the packaging of electronic resources be the key to their effectiveness use in the future.

- Many academic institutions, who have been, until recently, the heaviest users of the Internet, recognized the need to organize the Internet resources in a manner that is relevant to their specific community. This is a key role for the Dr. Harry Paikin Library as the central resource at the board.

2) Central CD ROM Site

The Dr. Harry Paikin Library serving as the central site for CD ROM products, could be accessed by the schools and individual board departments, rather than individual schools and departments purchasing their own CD's.

- a centralized site would ensure *equity of access* to all students at all schools. Presently, there is a great discrepancy in the CD ROM sources available to each school.

- the professional staff of the Dr. Harry Paikin Library could review new resources and keep teacher-librarians informed. Expensive, but necessary reference tools such as *Books in Print* could be accessed by teacher-librarians and the professional library staff.

- The Dr. Harry Paikin Library could become a pilot and test site for new CD ROM resources.

3) Teacher Resource Centre

A professional resource centre would centralize all library functions and resources, providing all teacher and board staff with a single location to seek out resources for classroom and school library support, professional development, research, curriculum writing activities, etc., independently or with the assistance from professional and technical staff, in-person, by electronic mail, or by telephone.

- amalgamation of the Dr. Harry Paikin Library, the Media Library and Kit Services would enable the sharing of professional and technical library expertise.

- cataloguing software utilities could be shared by the three areas. All resources, regardless of format, could be catalogued in the same standardized manner as the Dr. Harry Paikin Library collection and school library collections.

- an integrated automated catalogue would provide our education system with access to all resources (i.e., books, journals, films, videos and kits). All schools would have access to the total holdings of board resources.

- a resource centre could provide centralized Internet access for all teachers. Professional library assistance would be readily available to guide users through the complexity of the *Information Superhighway*.

- literature searches bibliographies, etc., could include all media formats providing a comprehensive package of resources for teachers and staff within our system.

- ministry curriculum guidelines and board curriculum documents could be readily accessible for reference and distribution to all schools.

- preview areas for all resources (media viewing and book displays) could be permanently established at one location.

- an equipped resource room with laminating services, letter-cutters, etc. could be made accessible to teachers and board staff.

4) Regional Professional Library

A variety of boards within the area draw upon the resources of the Dr. Harry Paikin Library, since it is the largest professional library of its kind in this area, west of Toronto. Smaller professional libraries exist at the Hamilton-Wentworth Separate School Board, Wentworth County Board of Education and Halton Board of Education. A regional library could have a number of boards contributing to one facility, sharing the costs of resources, staffing and services.

- the Regional Professional Library could build upon the previous proposal of a Teacher Resource Centre adding the involvement of a variety of boards.

- Several academic institutions are entering into agreements to share electronic resources. For example, McMaster, Queen's, Waterloo and York have formed a consortium to share access to several electronic bibliographic databases, such as the Business Periodicals Index, General Sciences Index, Humanities Index and Social Sciences Index. Although the shared resources are currently limited to bibliographic database, the move to full text

databases is imminent - the Social Sciences Index already has a version that provides not only the bibliographic citation for an article, but the full text of the article as well!

- shared access to resources is made possible because of the Internet. By seeking partnerships with other boards, colleges and faculties of education (for example, Brock University) the Dr. Harry Paikin Library could provide the base for shared access.

- technology is also emerging to have centralize media resources transmitted through the Internet to a remote location. This eliminates the need to ship and handle the resource.

- the potential also exists for a centralized cataloguing / processing area for all school library materials. For example, the Ontario Community Colleges entered into a co-operative venture several years ago to have a centralized ordering / cataloguing / processing unit. Orders for resources are sent on-line to the Bibliocentre and the item is purchased, catalogued and processed for the particular college. All colleges share in the cost of this centre and one centralized area handles all resources.

MEMO TO: Program Committee 18 October 1994
Hamilton Board of Education
Hamilton, Ontario

FROM: Phil Slack, Superintendent
East End Division
Hamilton Wentworth Regional Police

RE: Scholastic Liaison Officer Brief

Report Classification: Decision

Summary
Since January 1994, P.C. Rob Mayea has worked as a Police Liaison for ten East Hamilton Wentworth Regional High Schools. Five of those schools are operated by the Hamilton Board of Education.

As Scholastic Liaison, P.C. Mayea has augmented police service delivery by providing classroom presentations, by participating in special programs such as Anti Violence Theme Days, and by assisting with conflict mediation and problem solving. High School staffs have worked closely with the P.C. Mayea to counsel victims of crime and to provide yet another resource to students and staff. The program stresses positive proactive interactions and has been highly successful at breaking down barriers between young people and the Police.

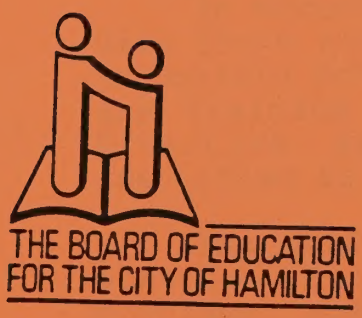
During the spring of 1994, the HWRP sought input from the Directors of Hamilton Wentworth's three school boards. The accompanying detailed Brief was ultimately prepared for the purpose of submission to the Ontario Government's Ministries of Education and of the Solicitor General. The Brief outlines the program, its rational and some of its results. It requests that the above mentioned Ministries provide financial support that would permit full implementation across the Region. It is hoped that the program committee will endorse the Brief, at no cost to the Board, thereby becoming a partner in its submission.

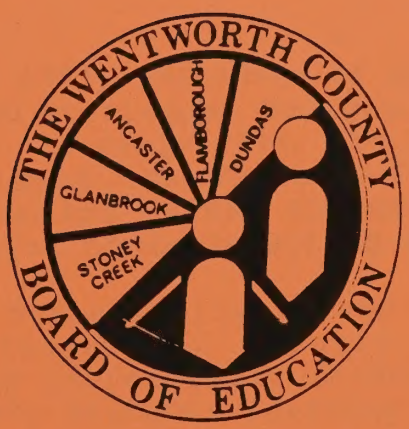
Motion

That the Hamilton Board of Education endorse, at no cost to the Board, the submission of the Hamilton-Wentworth Regional Police to the Minister of Education and Training and the Solicitor General requesting financial support to fully implement the Scholastic Liaison Officer program across the Hamilton-Wentworth Region.

Prepared by: P.C. Rob Mayea #795, Scholastic Liaison Officer, East End Division, Hamilton Wentworth Regional Police









SCHOLASTIC LIAISON OFFICER BRIEF

October, 1994

Introduction

The Hamilton Wentworth Regional Police Service (HWRP) embarked on a police school liaison program in January 1994. This pilot project is similar to successful programs in western Canada and around the United States. Despite several Ontario Police Services having school programs, this program remains relatively unique. It provides quality police services to regional secondary schools without draining resources. The HWRP believes this strategy is an exceptional community policing model.

This brief has been prepared by the HWRP in consultation with the Hamilton Board of Education, the Hamilton Wentworth Separate School Board, and the Wentworth County Board of Education. It is intended for the Ministry of Education and Training and the Ministry of the Solicitor General. It will describe the Police School Liaison project in Hamilton Wentworth; providing results, evaluation, and support for continued operation of this project. The partners hope that it will provide justification for ministerial support. Violence in schools is a primary concern in Ontario and community policing remains largely uncharted territory. This program provides an excellent opportunity to address violence in schools and to develop contemporary policing strategies. The partners believe that this model could be fully implemented with the assistance of the Ontario Government.

Background

In November of 1993, Minister of Education and Training Dave Cooke announced strategies designed to address violence in Ontario Schools. In early 1994, the Ministry of Education and Training published the Violence-Free Schools Policy. Effective partnerships with community agencies were identified as integral to implementing strategies and policy.

The HWRP has historically worked in partnership with schools. Police resources, largely spent reacting to problems, are being increasingly re-deployed for proactive programming. Primary students learning about traffic safety and dangerous strangers however continue to be the largest recipients of community services. It is argued here that this deployment of resources, albeit important, does not adequately address violence in schools. Friendly contacts and good relations wane as students leave the primary grades. The ability of police to work with young people suffers. Consequently, efforts should focus on maintaining relations and providing succession to earlier proactive programming. Middle and high schools should be targeted. The HWRP Community Services Branch is mandated to provide programming for Kindergarten to Grade Eight students. A comparable service does not exist in high schools. Logistics also suggest that a high school program will be more manageable. For these reasons the program is being initiated in high schools; recognizing that middle schools would be a next step. The partners realize that an unprecedented level of collaboration is required to effectively implement this

program; especially when the recipients may not necessarily be automatic supporters.

Many young people perceive police solely as authority figures and not helpers. Significant numbers of young people do not have opportunities to meet police. Sociologists suggest that adolescents are constantly testing new strength, new knowledge, maturity and authority. They test their parents, their teachers, and the law and often come into conflict with each. Young people however know their parents. In many homes, they correctly realize that their parents care about them. Similarly, they know their teachers and to some extent they believe their teachers care. Police, on the other hand, 'are usually looking out for the other guy, the politician, the principal, or the storekeeper'. Police seldom appear to be advocates for teenagers. Because police appear as an abstract authority figure, and not youth allies, it is easier for young people to dislike or distrust police. This argument has serious implications for proactive programming and police school partnerships. If young people distrust or are intimidated by police, why would they want to work with police, receive assistance from police or even turn to police for help? The HWRP School Liaison program has been developed and is operated cognizant of these assumptions.

Scholastic Liaison Officer

Since January 1994, the HWRP has offered the full time services of a uniform patrol officer to ten of the Region's eastern High Schools. The Scholastic Liaison Officer(SLO) does not replace Beat Officers already assigned to schools and their surrounding neighbourhoods. Instead, the SLO(See Appendix A for Job Description) augments service delivery by focusing on schools, by providing continuity of service, and by supporting Beat Officers with school contacts and resources. Despite having four officers per Beat, there is not always the time or skill to meet all of the high schools' policing needs. Calls for Service, 'street strength', and some officers' inexperience and discomfort make it difficult for Beat Officers to become effectively involved at High Schools. Some Beats have two High Schools with over 3000 students. It is very difficult for an individual officer with the above mentioned constraints to develop relationships. The SLO, given this full time mandate, has demonstrated that positive relations can be developed with young people and that service delivery can be improved.

The Scholastic Liaison Officer program has accomplished much in its first full term (See Appendix B). The SLO has assisted over 20 young women involved in assaultive and abusive relationships. The SLO has also resolved dozens of assault, sexual assault, harassment, threatening, and property incidents. Principals, teachers, counselors and students are discovering the utility of the SLO and Beat Officers. A positive SLO presence fostered by 'hanging out' has made the Police Service extremely accessible and more and more persons are turning to police for assistance.

The SLO has been actively involved in violence prevention, conflict mediation, and classroom presentations about various issues. Date Rape, Anti Racism, and Security for Women are popular presentation topics. The SLO has also augmented several innovative Anti-Violence theme days; forming partnerships with CAVEAT, Public Health and other agencies in the process. The SLO has and continues to work with School Board Safe School Committees. SLO participation in schools overall has fostered the development of violence free environments, enabled students and staff to develop knowledge, skills and attitudes necessary to prevent violence, assisted victims, and encouraged other agencies to join forces in addressing violence. These are some of the specific purposes of the Violence-Free Schools Policy being successfully addressed by the SLO.

Unfortunately, the SLO program has constraints of its own. There is one officer for ten schools or approximately 13,000 students. As the program gains momentum, ten schools become difficult to manage. There are 17 other high schools in the Region not serviced by a SLO. Ideally, every high school should have a SLO to contact. With 27 high schools, five SLOs would expand the program to the Region with 5-6 schools per officer. Each officer's salary and benefits would cost approximately $65,000 dollars(See Appendix C). This is a significant re-deployment of resources. The partners feel that they are not able to absorb the full cost.

Despite other Regions and School Boards having similar programs, there are some differences not readily recognizable and therefore a comparison of funding is difficult. For example, the Brantford Police Service offered a similar program to its five High Schools. Three schools initially declined and are not being serviced by a liaison officer. Consequently, two schools are involved with the Brantford Police Service absorbing the $65,000 cost. The HWRP program could serve 27 High Schools for about $325,000 a year. It would require the re-assignment of five officers from Patrol which has already been re-structured to a minimum. It is therefore, an expansion during a period of down sizing. This fact particularly hinders full implementation to the Region. Suitable funding would enable replacement of Patrol personnel to maintain appropriate street strength.

The Police/School Partnership Model reported on by the Solicitor General Canada(Summary Report No. 1994-04) touts success at D.A. Morrison Junior High School in Toronto. One officer at one school proved highly effective at reducing incidents of violence. The HWRP program and D.A. Morrison model(funded for $100,000) are similar in theory. A model involving an aggregate of schools or an entire region like Hamilton Wentworth is a reasonable next step. The Hamilton Wentworth partners are enthusiastic about this program's possibilities and are seeking the funds for its implementation.

Conclusion

The intent of this package was to define the capabilities of the HWRP Scholastic Liaison program and to seek funding from the Ministry of Education and Training and from the Ministry of the Solicitor General. Western Canadian Police Liaison Programs are funded jointly by Police, School Board and Provincial Governments. The D.A. Morrison model, a single school program, received substantial Federal funds for two years. The Hamilton Wentworth partners involved are unaware of funds available for programs addressing violence in schools and for programs promoting community policing models. Since the Violence-Free Schools Policy urges police and schools to form partnerships, the partners feel that the involved ministries could also align themselves and transform this plan into action. The Police and School Boards are requesting that funds be made available for direct staffing costs. The partners could pick-up associated costs i.e. vehicles, equipment, uniforms, offices etc. The Scholastic Liaison Officer program is a model that addresses two of the most pressing issues in Ontario. It is extremely popular with students, parents, teachers, school and police administrations (See Appendix D).With the support of the provincial government, this program could be expanded, given some permanence, and presented to other regions as a model to follow.

Appendix A

Scholastic Liaison Officer Job Description

The main function of the Scholastic Liaison Officer is to act as the primary liaison between the Hamilton Wentworth Regional Police Service and Division 2 Secondary Schools. The SLO is a resource officer for High Schools and a support person for Beat Officers in the East End.

Hours of Work: Days(flexible) Monday to Friday from September to June. Uniform Patrol from June to September to remain current and support street strength during summer holidays.

Duties: Appear in classrooms and assemblies to present topics of importance and interest, i.e., Drinking and Driving, Substance Abuse, Sexual Assault, Police Careers, etc. Pursue prevention through education.

Interact with students in school police offices, hallways, and cafeterias, as well as at athletic and social events. Build respect and trust.

Participate in projects at schools(i.e. OSAID Ontario Students Against Impaired Driving, Peer Mediation, Anti Violence days, multicultural committees, Student Health Centres, etc.).

Attend parents meetings to promote community policing, explain this program, gather input, and garner support.

Act as a mentor, counselor or other resource to individual students having special interests or difficulties. Keep abreast of resources available to students in the community.

Be a liaison between schools and this Police Service linking schools to police resources. Act as facilitator for Detective and Beat Officer investigations in schools. Encourage and support beat officer involvement in High Schools.

Receive incident reports and do follow-up when possible. Promote school police offices and manage question/message boxes for students.

Develop a rapport with school staff and ensure clarity of the SLO program. Encourage and explain to staff how to use the SLO. Support staff as a resource person.

Assist Schools in promoting and emphasizing their positive achievements. Be an ally to schools in the community. Promote this and other School programs throughout the Region.

Appendix B

Time Spent in each High School
January 1994 to June 1994

School	Hours	%Share	School	Hours	%Share
Newman West	75	15%	Delta	45	9%
Orchard Park	75	15%	Bishop Ryan	40	8%
Winston Churchill	70	14%	Parkview	35	7%
Glendale	55	11%	Newman East	30	6%
Scott Park	45	9%	Saltfleet	30	6%

Investigations

Assaults 17	Harassment 22	Threatening 8
Sexual Assaults 8	Disturbances 7	Mischief 6
Theft 5	Drugs 3	Trespass 5
Traffic VLC 20		

Presentations

Policing Q&A 16	Police Careers 12	Community Policing 6
Intro. to Law 13	Impaired Driving 11	Security for Women 6
Date Rape 10	Baby-sitting 4	Vehicle Licencing 4
Anti-Racism 4		

Meetings

General 68	Staff Meetings 12	Student Council 5
Parents Meetings 5	Academic interviews 19	
Non-investigative counseling 7	Lunch Hour Drop-ins 29	

Anti Violence Theme Days 5
Charity Events 6
Publications and Public Relation Activities 8
Community Service Office Activities 5
Beat Officer Activities 5

*** All of the figures in this appendix refer to one school term accounting for holidays etc. About 500 hours of a possible 700 are accounted for.

Appendix C

Costs Associated with Scholastic Liaison Officer

Salary for First Class Constable	$52,670.00
Associated employee benefits at 20%	$10,534.00
	$63,204.00

*** Costs associated with vehicles, fuel, stationary and lesson plan material will put cost in excess of $65,000 per SLO.

Appendix D

Letters of Support

Scott Park Secondary School

OFFICE OF THE PRINCIPAL

1055 KING STREET EAST • HAMILTON ONTARIO L8M 1E2 • TELEPHONE (416) 547-2574

RECEIVED
FEB 28 1994
CHIEF'S OFFICE
HAMILTON-WENTWORTH
REGIONAL POLICE

Thank you Rob
KA DC

February 19, 1994

Officer Rob Mayea
c/o Hamilton-Wentworth Regional Police
155 King William St.
P.O. Box 1060
Stn. A
Hamilton, ON L8N 4C1

Rob
The first of many
I am sure -
Keep up the good
work
Chief

Dear Rob:

On behalf of Mr. Britton's and my law classes, we thank you for your recent presentation.

The reaction from my students was overwhelmingly positive. Overall, they felt they had a better understanding of what "the day in the life" is like for a police officer and what it takes to become one. They, and I, feel that a positive experience with the police will make our school a better place to attend and learn. Your caring and honest manner made a definite impact on them and ~~us~~ as teachers.

I hope that you can attend additional classes this semester. It would be useful to plan case studies or workshops with these students to help them understand their role in a lawful society. Some of the topics that I feel students need help in understanding are: sexual assault, date rape, harrassment/abuse, drinking and driving, ~~racism~~, young offender law.

I have enclosed surveys that were completed by my students to help you plan for your next visit. I will call you soon to set a date for a future visit.

Sincerely yours,

D MacKenzie

Mrs. Donna MacKenzie

encl.

cc Mr. R. B. Middaugh ✓

And my thanks for enhancing our professional image.

Chief

Glendale Secondary School
145 Rainbow Drive
Hamilton, ON
L8K 4G1
1994 03 09

Constable Rob Mayea
Hamilton-Wentworth Police Department
Station 20
2825 King St. E.
Hamilton, ON
L8G 1J6

Dear Constable Mayea:

We would like to thank you for making a presentation to our class on Tuesday, February 23 about the operation of the Hamilton Police Department.

We were impressed with the whole presentation, especially the video which gave us an overview of the types of jobs available within the police department. The brochures and the question and answer period were helpful and informative.

It was interesting to learn that along with the excitement of the job comes the mounds of paperwork, and that certain skills such as keyboarding and computers were valuable to the job.

We would like to know more about how young offenders are treated while in jail.

Your effort in providing valuable information about the law enforcement field and how our Hamilton-Wentworth Police Department operates was very much appreciated.

Sincerely,

Ryan Murphy Kim Carnegie

Mrs. A. Bonin-Labrecque's Business Class (PERIOD 2)

Glendale Secondary School
145 Rainbow Drive
Hamilton, ON
L8K 4G1
1994 03 09

Constable Rob Mayea
Hamilton-Wentworth Police Department
Station 20
2825 King St. E.
Hamilton, ON
L8G 1J6

Dear Constable Mayea:

We would like to thank you for making a presentation to our class on Tuesday, February 23 about the operation of the Hamilton Police Department.

We were most impressed with your friendliness and willingness to answer our questions.

The video was very interesting, and along with the presentation, gave us insight into the various jobs available within the police department.

We learned that volunteer work is useful in finding a job. The information on educational requirements and what to expect at an interview was also valuable to us.

One thing we would like to know more about is the "graduated license" program.

Your effort in providing valuable information about the law enforcement field and how our Hamilton-Wentworth Police Department operates was very much appreciated.

Sincerely,

Ehab Sayed
Mike Kryzanski
Victor Vukelich
Joanna Dobosz
Natasha Ninajovic
Eric C (Eric)
Gorge mcfly
Tyler Mcinnes

Mrs. A. Bonin-Labrecque's Business Class (PERIOD 4)

Glendale Secondary School
145 Rainbow Drive
Hamilton, ON
L8K 4G1
1994 03 04

Constable Rob Mayea
Hamilton-Wentworth Police Department
Station 20
2825 King St. E.
Hamilton, ON
L8G 1J6

Dear Constable Mayea:

We would like to thank you for making a presentation to our class on Tuesday, February 23 about the operation of the Hamilton Police Department.

We were most impressed with the number of non-policing type jobs available within the police department. Some of us were quite interested in the "public relations" job where videos and pamphlets are produced.

We were glad to hear the real reason why the police are often seen at the donut shops.

The video which illustrated the various jobs the police do to help our community was quite informative.

We would like to know more about how to prevent violence towards women, and more about the non-policing jobs within the department.

Your effort in providing valuable information about the law enforcement field and how our Hamilton-Wentworth Police Department operates was very much appreciated.

Sincerely,

Melissa Wilcockson
Sandra Mrzic
Michelle Neptune
MATTHEW SCHROCK
Get Well Soon!

Mrs. A. Bonin-Labrecque's Business Class (PERIOD 1)

GLENDALE SECONDARY SCHOOL

OFFICE OF THE PRINCIPAL

145 RAINBOW DRIVE
HAMILTON, ONTARIO
L8K 4G1

TELEPHONE: (416) 560-7343

March 24, 1994

Superintendent P. Slack
Hamilton-Wentworth Regional Police
Station 20
2825 King Street East
Hamilton, Ontario
L8G 1J6

Dear Superintendent Slack:

On Friday, February 4, two groups of Co-operative Education students from Glendale Secondary School attended classes in the community meeting room at the H.W.R.P. East-end Station. These classes were led by P.C. Rob Mayea who covered topics such as police careers and employer expectations in the workplace. The students enjoyed having an off-site class and benefitted from the experience. P.C. Mayea worked with us in preparing lessons that would benefit our students.

Overall, it was an effective collaboration. It worked so well that we would definitely use Officer Mayea's community services again next year.

Sincerely yours,

Jamie Quinn / Diane Durney

Miss Jamie Quinn/Miss Diane Durney
Co-operative Education Teachers
Glendale Secondary School

cc Inspector T. Marlar
P.C. Rob Mayea

SIR WINSTON CHURCHILL SECONDARY SCHOOL

1715 MAIN STREET EAST, HAMILTON, ONTARIO, L8H 1E3
TELEPHONE: (905) 547-6415

OFFICE OF THE PRINCIPAL

September 15, 1994

Chief Robert Middaugh
Hamilton-Wentworth Regional Police
155 King William Street
Hamilton, Ontario
L8N 4C1

Dear Sir:

I am writing to express my personal appreciation for the availability of the Scholastic Liason Officer, P.C. Rob Mayea in our school.

As guidance counsellors in a secondary school we often are made aware of issues or circumstances which may affect the emotional and or physical well being of our students. In some cases legal issues are raised.

Since P.C. Mayea has been involved with our school he has been of great assistance on several such occasions, dealing directly with ourselves and individual students. I can attest to the fact that P.C. Mayea's straight and friendly approach to our students has had a very positive influence on their actions. On one occasion he demonstrated to a very fragile young woman that the police can be a supportive element in what seemed like a hopeless situation.

In addition to dealing with individual students and staff members, P.C. Mayea has made a number of well received group presentations. Rob is a very straight forward and personable young man who projects a very positive image of the Hamilton-Wentworth Regional Police.

You and your department should be proud of P.C. Mayea's efforts and commended for providing such a resource to our community schools.

I hope that this program not only continues, but is expanded in these times of increasing awareness of violence in our society.

Sincerely yours

Cam Gauldie

Cam Gauldie
Guidance Counsellor

cc. P.C. Rob Mayea

CARDINAL NEWMAN CATHOLIC SECONDARY SCHOOL

Principal: J. Valvasori

A. Pierroz, Vice-Principal
West Campus
33 Cromwell Crescent
Hamilton, Ontario, L8G 2E9
Telephone: (905) 560-3333
Fax: (905) 560-7940

G.J. Luciani, Vice-Principal
East Campus
301 Lewis Road
Winona, Ontario, L8E 5H1
Telephone: (905) 643-1283
Fax: (905) 643-7681

September 15, 1994

Police Chief Robert Middaugh
Hamilton-Wentworth Regional Police
155 King William Street
Box 1060
Station A
Hamilton, Ontario
L8N 4C1

Dear Chief Middaugh:

I am writing to congratulate you and your department for the wisdom and foresight exhibited in launching the Scholastic Liaison Officer program in Hamilton-Wentworth last year. At Cardinal Newman Catholic Secondary School, this initiative was an outstanding success, and we look forward to the continuation of the program in this school year.

Officer Rob Mayea, the Scholastic Liaison Officer assigned to our school, was largely responsible for the success of the program. His well-thought entry plan, which involved consultation with school administrators to determine needs and define procedures, was instrumental in an effective program start-up and early acceptance by the school population. His high profile, gained through his presence at staff meetings, in classrooms, in the cafeteria and in the office or staff room, was successful in terms of easing everyone's comfort level with him and allowing for the atmosphere of trust in which he could function effectively. His continued presence throughout the year gave an important sense of continuity to the program. His personal qualities, including his friendliness and cooperation, his organizational skills, and his initiative, made the program all the more likely to succeed.

Rob was involved in the school in many ways. He was very instrumental in acquiring human resources for our large-scale Anti-Violence Day. He assisted with follow-up activities through C.A.V.E.A.T. and participated with three other members of our school community on a radio show. He regularly visited classrooms, at teachers' requests, to share his expertise in legal matters. He addressed large numbers of students on the announcements and at assemblies. He assisted a number of students who wished to disclose information or needed help with personal or family problems. He has assisted our school administration in dealing with police matters, both directly and through referrals. He has helped us in dealing with parents and neighbours, showing excellent mediation skills. In short, he is the perfect man for the job.

Given the tremendous success in this inaugural year I anticipate the continuance of the program in the years to come. I would recommend this project be used as a model for the rest of the province as it appears to be cost-effective, workable and future-oriented. Again I commend you, your department and Officer Mayea for taking the risk to offer this innovative program. It has succeeded beyond my expectation.

Sincerely,

J. Valvasori

John Valvasori,
Principal

JV:kad

cc Officer Rob Mayea

September 19, 1994

Elizabeth Erskine
Orchard Park Secondary School
200 Dewitt Road
Stoney Creek, Ontario
L8E 4M5
(905) 573-3550

Police Chief Robert Middaugh
Hamilton-Wentworth Regional Police Services
155 King William Street
Hamilton, Ontario
L8N 4C1

Dear Police Chief Robert Middaugh:

Since February 1994 my school has been a part of the Scholastic Liaison Officer Program. Although a bit apprehensive at first of the program's effect, our hesitations were soon alleviated when the program became a huge success!

Officer Rob Mayea, Schclastic Liaison Officer, has been a positive influence for all involved. He has given students an alternative for information and counselling. Students have been able to talk with him about many topics including the law, violence, safety, and future careers. Often times when a student needs to talk, they have no one to turn to. Problems at home and with school administration leave the student stranded. This leaves Officer Mayea. Through life experience and police training he is able to deal with problems with a legal perspective while still being able to relate to students. He has become a trusted, respected friend and confident to many.

As well, Officer Mayea has been able to contribute to student events including our SAVAR (Students Against Violence And Racism) day. He along with colleagues were able to instruct and advise students on how to be proactive and protect themselves from violence. Officer Mayea also participated in Nightwalk, a walk by students for students, to raise awareness about violence in our communities. It showed the public that we as students along with those who protect our community want to make a difference and make the community a safer place for all.

Through his interaction with the students Officer Mayea has been able to see the positive aspects of high schools and their students. He is able to convey these positive images to his colleagues and the community, initiating school support.

Officer Mayea has made the police department <u>real</u> to students and driven community policing home. They now know that they have the support of the police department and that they always have an alternative. Unfortunately, due to the region's size and

availability of only one officer, many students cannot be attended to. If more officers were available, more students could be helped. I hope this program continues to spread through other regions as it has had nothing but success and encourages nothing but success.

Sincerely,

Elizabeth Erskine

Elizabeth Erskine
Student/Chief Returning Officer, Orchard Park Secondary School

c.c. Supt. Mr. Phil Slack
Officer Rob Mayea

SIR WINSTON CHURCHILL SECONDARY SCHOOL

1715 MAIN STREET EAST, HAMILTON, ONTARIO, L8H 1E3
TELEPHONE: (905) 547-6415

OFFICE OF THE PRINCIPAL

1994 09 20

Chief Middaugh
Hamilton-Wentworth Regional Police
Office of the Chief of Police
P O Box 1060, L.C.D.1
Hamilton, Ontario
L8N 4C1

Dear Chief Middaugh:

It is with great pleasure that I write this brief letter of praise for two reasons:

(a) The program of school liaison officer
(b) The selection of our particular officer, Rob Mayea #795

The program here at Sir Winston Churchill has been an outstanding success in the past school year.

We have used Rob as a classroom presenter both on an individual basis and in concert with our public health nurse. On other occasions he has acted as a conflict mediator for situations within the student population. He has served as a sounding board and mentor for students asking to reveal some serious concerns. Finally, he has networked with other agencies and these partnerships have enabled people to develop programs to help our students.

While the program itself has significant importance, there is no doubt in our mind that the individual responsible for it is the reason for success.

Rob has demonstrated a caring, positive attitude with good listening skills. At the same time, he knows when to employ the direct approach. He has been successful with both staff and students by showing good leadership skills in all areas.

Rob is a definite asset to your program and our school. We were certainly glad to see the program in place this year. Hopefully other schools may be able to take advantage of the program. It is proactive as opposed to reactive.

Sincerely,

P. W. Gordon

P. W. Gordon
Principal

PWG/kf

cc. Const. Rob Mayea

THE WENTWORTH COUNTY BOARD OF EDUCATION
PAGE 38
SALTFLEET HIGH SCHOOL

127 Gray's Road
STONEY CREEK, Ontario
L8G 3V3
(905) 662-8393
Fax: (905) 664-8533

. Nilsson, Principal
W. Dowling, Vice-Principal

September 21, 1994

Hamilton Wentworth
Regional Police
155 King William St.
Hamilton, Ontario
Attn: Chief R. Middaugh

Dear Chief Middaugh:

Last week our school had the opportunity of welcoming your Scholastic Liaison Officer into a Vocational Education class. We have since scheduled visits with two more classes, and an individual appointment with a student in need of counselling and mentorship.

The effectiveness and importance of the link between school and police resources became abundantly clear throughout the course of the SLO presentation. The students raised many questions, which were addressed in a forthright, yet comfortable manner thereby developing a rapport on which to build. Several of the students commented that they would now more readily approach an officer than before.

The topics covered and the areas of concern expressed by the students centered around Violence, Sexual Assault, Laws, Rights, Police Careers, Graduated Driving, Drinking and Driving. Two students commented on their surprise that this police resource is available to them as a group AND individually.

The students in our schools today have more daily concerns, and decisions to make than ever before. These choices will effect them the rest of their lives. The Scholastic Liaison Program may not help make all their choices the right ones, but it will most certainly provide them with an informed, interactive, ongoing communication towards positive results for the students and schools as a whole. Our support of the Scholastic Liaison Program as a recognized need and vital component in education is positive and appreciated.

Sincerely,

P. Nilsson	W. Dowling	B. Morgante	W. Jarvis
P. Nilsson	**W. Dowling**	**B. Morgante**	**W. Jarvis**
Principal	**V. Principal**	**Voc. Ed. Teacher**	**Voc. Ed. Co-Op Job Coach**

cc Officer Rob Mayea

REPORT OF THE
SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS COMMITTEE

Present: Trustees Orban (Chairman), Bishop, Hill, Johnston, Rogers and Allen.

Also Present: P. Shelton (Youth Education Services, Y.M.C.A.)

Officials Present:
E. Bond (Superintendent of Program)
B. Schofield (Supervisor, Adjustment Services)
D. Sayers (SALEP Consultant)

The Committee recommends:

GENERAL

1. That the 1993-94 Annual Report of the Supervised Alternative Learning for Excused Pupils (SALEP) program, including the Statistical Report (attached) be received for information.

2. That the Board send a letter to the Minister of State for Youth expressing concerns with discontinuing funding for the Work Orientation Workshop (W.O.W.) program under the Start Initiative.

Respectfully submitted,

L. ORBAN
Chairman

Committee Room
1994 10 24

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (SALEP) ANNUAL STATISTICS

APPENDIX I

SCHOOL YEAR : 1993 - 1994	AGE 14		AGE 15		TOTAL		GRAND TOTAL
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
1. SALEP students attending day school as part of their program	1				1		1
2. SALEP students attending day school as well as taking Continuing Education courses							
3. SALEP students taking correspondence courses or home study	10	12	11	24	21	36	57
4. SALEP students with no educational component	2		1	1	3	1	4
5. *Total number of students on SALEP*	13	12	12	25	25	37	62
6. Applications presented but not approved by the SALEP Committee	1				1		1
7. Applications received but not presented to the SALEP Committee	14	7	13	5	27	12	39
8. *Total Number of Applications*	28	19	25	30	53	49	102

APPLICATIONS AS PER SCHOOL PROGRAM

1. Elementary Panel:						
Grade 6		3				3
Grade 7	1				1	1
Grade 8		2				2
2. Secondary Panel:						
Grade 9 - vocational	5	3	2	4	7	7	14
Grade 10 - vocational						
Grade 9 - composite	7	3	9	18	16	21	37
Grade 10 - composite		1	1	3	1	4	5
3. Total Number of Students on SALEP	13	12	12	25	25	37	62

Date: 1994 11 03

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: School Libraries: From Resource Centres to Information Centres

Report: Information

Background

In 1982 the Ministry of Education and Training released the document titled *Partners in Action: The Library Resource Centre in the School Curriculum.* It outlined the role that school libraries would play in leading the province's schools toward resource-based teaching and learning. The document identified the need for collaborative program planning involving the principal, teachers and teacher-librarian. The role of each of these partners in the design of program was clearly laid out.

Prior to 1982 The Hamilton Board was well on its way in changing the role of school libraries from one of central distributors of learning materials to one of learning centres involved in the development and implementation of resource-based programs. As a result, when this Ministry document was published, the "new" directions outlined were not new to us. The document served to reinforce the high degree of consistency between what we were doing through our school libraries and the changes being advocated provincially.

Since that time, the critical elements of Partners In Action have increasingly become the way teacher-librarians and classroom teachers "do business". Coupled with our our JK-OAC Information Skills Continuum, the structures for The Common Curriculum have, in effect, been put into place.

Technology has had and will continue to have an impact generally on all aspects of school operations and especially on school libraries, as it offers the potential for staff and students to access more information than ever before, almost instantaneously. Automated school library systems and CD ROM technology can transform school libraries from resource centres to information centres. This change in turn redefines the role of teacher-librarians in the direction of information intermediaries or specialists. Additonally, teacher-librarians play a leadership role in the using of technology, not only as a tool but as a teaching and learning catalyst. In support of this, a new directions document to supplement *Partners In Action* is currently being developed at the Ministry level. It will support the further evolution of school library resource centres as they move to becoming school library information centres.

Issue:

To outline the impact of technology on the present operations and future development of our school library resource centres.

To highlight the changing role of the teacher-librarian, as school libraries evolve from resource centres to information centres.

Recommendation:

That the report *School Libraries: From Resource Centres to Information Centres* be received for information.

Rationale:

See Appendices 1 - 5

Appendices:

Appendix I The Evolution of School Libraries
Appendix II Resource-based Teaching and Learning
Appendix III The Changing Role of the Teacher-Librarian
Appendix IV Technologies for School Library Resource Centres
Appendix V Technologies for the School Library Information Centres

Appendix I

THE EVOLUTION OF SCHOOL LIBRARIES

	FACILITY	STAFF	RESOURCES
1970's	school library t "warehouse"	eacher in a librarian role	* books and other print resources, magazines, references * accessed by a manual card catalogue
1980's	school library resource centre	teacher-librarian (developing role)	* as above and also a proliferation of non-print such as pictures, study prints and A-V such as films, filmstrips, records, kits, video and audio cassettes, C 64s for word processing * accessed by card catalogue and microfiche (secondary)
1990's	school library information centre	teacher-librarian (established role) ↓ information specialist information intermediary information technology	* largely as above and also CR ROMs with a variety of programs, electronic multimedia encyclopedia, interactive storybooks, digitizers, laser disks, modems for on-line leader searches * accessed by card catalogue, or automated catalogue

Appendix II

RESOURCE-BASED TEACHING AND LEARNING

RESOURCE BASED TEACHING starts with the teacher who uses a variety of resources to broaden his/her instructional base. Print resoures such as books, magazines and newspapers are balance with non-print media such as films, videos, slides, pictures and audiotapes. Electronic media (CD ROMS, telecommunications) and community resources are also part of this mix. Resource-based teaching supports individual learning styles as well as the use of a range of media formats from which to extract ideas and process information. Resource-based teaching begins with a collaboration involving other teachers for the sharing of resources and ideas. The key person here is the teacher-librarian in the library resource centre.

RESOURCE-BASED LEARNING has students at the centre of the learning environment. The focus is on what the students are doing with a variety of resources to facilitate their learning. The teacher's role shifts from "information provider" to "facilitator and guide." The teacher leads students to actively extract information, to problem solve, to discover "how to." The teacher also collaborates with other teachers and with the teacher-librarian.

Both **RESOURCE-BASED TEACHING** and **RESOURCE BASED LEARNING** share the same premise which places students at the centre and actively involves them in the learning process. Teaching and learning from a resource base permeates all subject areas and grade levels, and shifts the emphasis from content ("what") to the process ("how") of learning.

Resource-based teaching and/or resource-based learning also address in part the following instructional strategies :

active learning
activity-based learning
collaborative learning
collaborative program planning
collaborative (team) teaching
collaborative evaluation
co-operative learning
independent study
information skills
research models
thinking skills

Appendix III

THE CHANGING ROLE OF THE TEACHER-LIBRARIAN

1. Teacher-librarians provide educational leadership.

To meet the changing informational needs of students and staff, teacher-librarians:

- work with all teachers and administrators to implement Literacy Across the Curriculum through resource-based programs
- share professional expertise in curriculum design, teaching strategies and resources
- co-ordinate curriculum and help reduce related fragmentation
- provide in-service presentations in curriculum and technology for administrators, teachers and support staff
- connect with other libraries and agencies to share program and resource information

2. Teacher-librarians provide program and instruction.

Teacher-librarians have a cross-curricular perspective which enables them to:

- co-ordinate the implementation of Ministry and Board policies (e.g. The Common Curriculum, Literacy Across the Curriculum)
- co-operativley plan, teach and evaluate information and technological skills across the curriculum
- integrate higher level thinking skills through problem solving and decision-making student activities
- participate as teaching partners in planning, delivering and evaluating programs and student work
- develop resource-based programs that accommodate student learning styles and needs
- support equity in education in all areas of a non-sexist and anti-racist curriculum through library resources purchased
- support equity of access to information
- promote language literacy through special school-wide reading incentives

3. Teacher-librarians provide technology.

As library resource centres become more effective centres of learning technology, teacher-librarians:

- provide appropriate available technology (hardware and software) to assist and improve student learning
- model and integrate computer and media literacy into the teaching/learning process
- guide electronic information searching on internal and external systems
- assist teachers and students to acquire information technology skills

4. Teacher-librarians provide resource management.

As school library resource centres evolve into information centres, teacher-librarians:

- evaluate, select, budget for, purchase and promote a variety of learning materials from books to multimedia CD ROMs
- link and work with a variety of external information sources and agencies
- promote and model the cross-curricular use of learning materials to help with transference of concepts and to stretch resource budget dollars

Appendix IV

TECHNOLOGIES FOR SCHOOL LIBRARY RESOURCE CENTRES

I. AN AUTOMATED SCHOOL LIBRARY SYSTEM

–An automated catalogue system consists of two main operating modules - the **OPAC** and the **CIRC**.

The **OPAC**
–on-line public access catalogue
–school library catalague on computer database
–users access resources by author, title or subject
–can also conduct more sophisticated searches using key words.

The **CIRC**
–circulation component allowing users to check out resources by scanning bar code label affixed to each circulating item in library
–each user issued personalized patron card identifying user by a discrete bar code number
–circulation module links patrons to resources through bar codes.

BENEFITS OF AN AUTOMATED CATALOGUE SYSTEM

For students:

1. supports the integration of computers across the curriculum
2. provides an instructional tool for the searching stage of the research process
3. provides motivation because technology-assisted learning is enjoyable and attention sustaining
4. provides an easier and more efficient access to resources through a variety of search strategies which a manual card catalogue does not
   title * author * subject * key word with Boolean logic
5. supports higher level thinking and problem solving through varied and improved search approaches
6. assists in teaching a greater variety of retrieval skills than through a manual mode e.g. identifies synonymous terms for searching
7. accesses a wider range of appropriate resources to make better use of all resources
8. saves time by allowing students more time on actual processing and use of information and less time on searching for resources
9. promotes self-directed learning by guiding students to become more independent problem solvers
10. more user freindly (accessible) for physically challenges students
11. provides access to collections and resources in other schools within the system
12. reduces paper flow

For teachers:

1. familiarizes staff about the resources contained in the library resource centre by providing access to a wider range on any given topic of theme

2. encourages co-operative planning between the teacher-librarian and teachers by providing greater knowledge about and more efficient access to available resources

3. links available resources to a broader curriculum spectrum and so supports cross-curricular planning

4. generates comprehensive bibliographies through subject reference searches in preparation for upcoming units of study

5. identifies areas of the collection which may require more attention in order to better meet curriculum needs e.g. areas of the library and types of resources getting the most use; the least use; gaps in the collection, etc.

6. provides more time for the teacher-librarian to work directly with students and staff

7. monitors and tracks overdues quickly, thereby minimizing the losses which can occur over time

8. functions as a low maintenance and high quality access tool

9. updated easily so that access can be made to a collection which is current in terms of physical availability and information accuracy

II. AUTOMATED SCHOOL LIBRARIES (STATUS Fall 1994)

Elementary Automated

JK-5/6	JK-8	Middle School	Incomplete Sites
Gordon Price	C.B. Stirling	Burkholder	Helen Detwiler
Hess Street	G.L.Armstrong	Dalewood	Sherwood Heights
Lincoln Alexander		Elizabeth Bagshaw	
Sir Wilfrid Laurier		Highview	

Secondary Automated

		Incomplete Sites
Barton	Parkview	Mountain Secondary
Delta	Sherwood	(Caledon)
Glendale	Sir Allan MacNab	Georges P. Vanier
Hill Park	Sir John A. Macdonald	Scott Park
Mountain Secondary	Sir Winston Churchill	
(Crestwood)	Westdale	

Appendix V

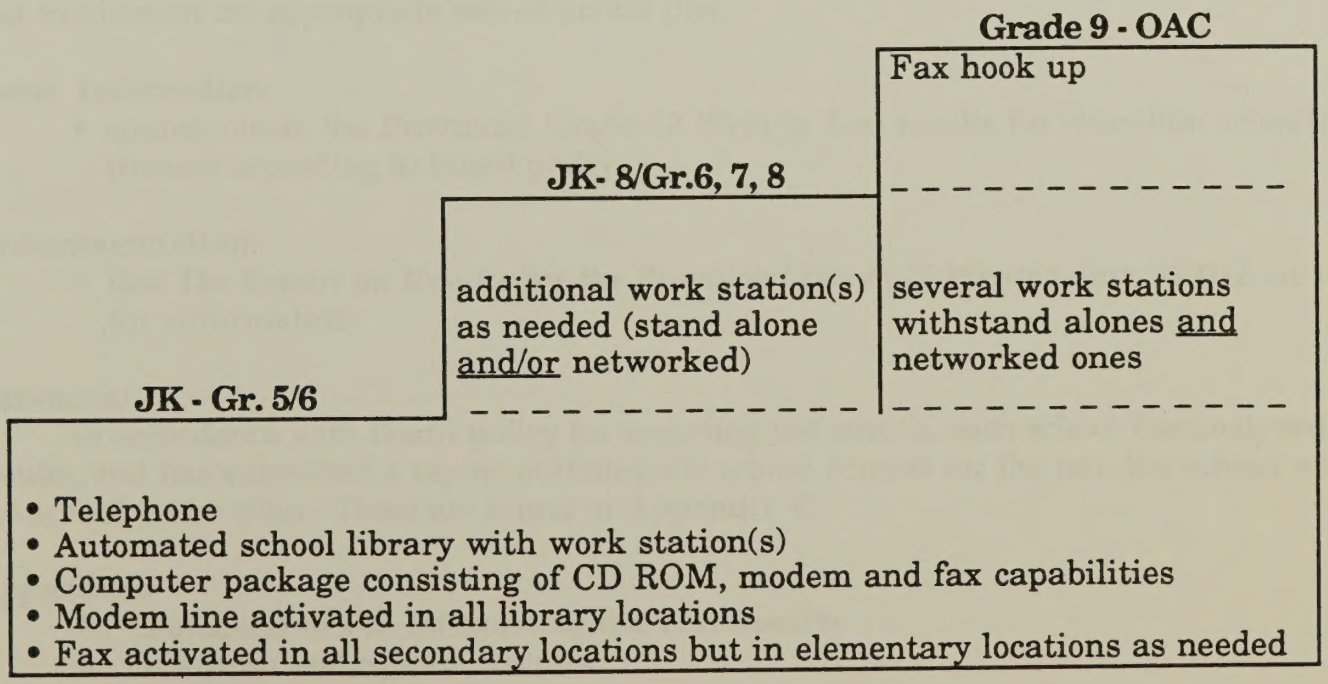
TECHNOLOGIES FOR THE SCHOOL LIBRARY INFORMATION CENTRES

There are minimum requirements that school library resource centres must have as they enter into the information centre phase.

Each school library should have adequate CD ROM access for every student. To eliminate costs incurred in purchasing more than one CD ROM and having a number of stand alone workstations, a networked library would help to cut costs in the long haul. Having a CD ROM attached to a file server which would provide access to a variety of software programs through networked workstations would then service the increasing demands placed on this technology. The number of workstations would vary with the school population and special needs as driven by the school program.

Similarly, having a telephone, a modem and a fax machine would provide access to information sources in the community and well beyond.

Other considerations:
A videocamera / digitizing video card
A polaroid camera



Date: 1994 11 03

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: **Report on Results for the Provincial Grade 12 Writing Test, 1991-2**

Background

Provincial reviews are designed to provide accountability at the school, board and provincial levels. They are based on Ministry of Education curriculum guidelines, and are a means of gathering information about program implementation and student achievement. The main purposes of provincial reviews are:

- to determine the effectiveness of curricula, and to determine the levels of student achievement
- to provide educators with information that may be used to make decisions for modifying and improving programs, and for improving levels of student achievement
- to establish baseline data on program effectiveness and student achievement, against which information generated by future reviews can be compared, in order to determine progress
- to provide instruments and procedures that can be used by school boards.

The *Provincial Review of Writing in Grade 12 English* at the advanced, general and basic levels was conducted in the 1991-1992 school year. A report was prepared for the Board re. Provincial and Hamilton results, and delivered on 1994 02 03. The System Action Plan appended to that report (**Appendix D**) indicated that each school would review its own results, and prepare and implement an appropriate school action plan.

Issue: Information

- communicate the Provincial Grade 12 Writing Test results for Hamilton schools to trustees according to Board policy.

Recommendation:

- that *The Report on Results for the Provincial Grade 12 Writing Test, 1991-2*, be received for information

Rationale:

In accordance with Board policy for reporting test results, each school has analyzed its results, and has submitted a report outlining the school context for the test, the school results and the school action plan. These are found in **Appendix C.**

Appendices

A. Considerations in Interpreting the Test Results
B. Provincial and System Results
C. Results by School
D. System Action Plan
E. Draft Hamilton Grade 12 Writing Standards

Appendix A: Considerations in Interpreting the Test Results

The following factors should be taken into account when interpreting and making decisions based on individual school, board and provincial test results.

Measurement specialists caution against several hazards that an effective testing program should avoid:

- the hazard of the single score: using a single number to represent performance on a particular test instead of using a range
- the hazard of the single time period: using an old score to represent current status instead of retesting periodically
- the hazard of the single indicator: relying on scores from a single test without corroborative data from other sources
- the hazard of assessing ***how well*** (performance) without taking into account ***why*** (context)
- the hazard of basing interpretations on small test samples.

- A. Anastasi, *Fordham Univ.*

The Review has provided an opportunity, using "the same playing-field", to assess the performance levels of all grade 12 writers in Hamilton in 1991-2 and to rate their performance against provincial standards and the performance of students across the province at that time. In interpreting these data quantitatively, some qualitative considerations must also be considered.

The assessment and evaluation process employed by the Ministry appears to have been "an evolving plan" which was unnecessarily complex, and which has made interpretation of the results difficult. The Ministry's data has provided no explicit links between their initial 6-level standards assessment scale and their 5-category evaluation schema used in ***The Provincial Report***. It has therefore been difficult for local boards and schools to interpret and evaluate their own data. A provincial rating for each Board and school would have been desirable.

As well, the data provided by ***The Review*** did little to help assess program and instructional strengths, nor did they provide direction to assist in remediation or improvement in these areas. Schools have had to undertake these analyses themselves in response to their own individual results, and to develop their action plans without this input.

With the development of System learning outcomes, indicators and standards for writing in grades 7-12 (**Appendix D**), the nature of writing programs has been and will be changing as the standards are implemented.

The Ministry expectations in ***The Review*** and the Provincial and Hamilton (system) results are outlined on the following page. All grade 12 students in advanced, general and basic level programs submitted 2 pieces of writing: an assigned piece and a best piece chosen by them. The results here and the results for each school in **Appendix C** reflect these criteria. It should be noted that the context for writing an assigned piece in a limited time is quite different from the context for submitting a personal piece that may have been developed and refined over a longer period of time.

Appendix B MINISTRY EXPECTATIONS (STANDARDS)		PROVINCIAL RESULTS		HAMILTON RESULTS	
		Assigned Piece	Best Piece	Assigned Piece	Best Piece
For **Grade 12 Writers in Advanced Level Programs** The **minimum** expectation for grade 12 programs at the advanced level was that **at least 80%** of the writers "demonstrate a command of the elements of writing and that the writing exhibits solid communication, but may not always come together as a secure whole. Possible characteristics of the writing would include: • A controlling idea is clearly evident and the writer demonstrates a sense of commitment. • The writer has a general grasp of the conventions of the mode as well as organization and structure. • The writer is aware of audience and provides some direction for the reader. • Expression, though reasonably clear, may be mundane. • Occasional problems with the elements of writing, particularly the conventions of language, may occur, but they do not unduly interfere with meaning or distract the reader."	at least **80%** of the writers meet minimum stand-ards	**64%** of the writers met or exceeded minimum stand-ards	**72%** of the writers met or exceeded minimum stand-ards	**58%** of the writers met or exceeded minimum stand-ards	**70%** of the writers met or exceeded minimum stand-ards
For **Grade 12 Writers in General Level Programs** The **minimum** expectation for grade 12 programs at the general level was that **at least 75%** of the writers "demonstrate the fundamental elements of writing, where strengths outweigh weaknesses and meaning is generally clear. Possible characteristics of the writing include: A controlling idea is evident and the piece has some sense of direction and development. • The writing displays the fundamental principle of organization; that is, the reader is able to discern a beginning, middle, and end. • The writer's sense of audience may be weak or lacking. • The application of the conventions of the mode and/or the conventions of written language may at times interfere with the reader's understanding of the ideas."	at least **75%** of the writers meet minimum stand-ards	**62%** of the writers met or exceeded minimum stand-ards	**76%** of the writers met or exceeded minimum stand-ards	**63%** of the writers met or exceeded minimum stand-ards	**71%** of the writers met or exceeded minimum stand-ards
For **Grade 12 Writers in Basic Level Programs** The **minimum** expectation for grade 12 programs at the basic level was that **at least 80%** of the writers "demonstrate an elementary grasp of the essential elements of writing, where generally communication occurs, but where lack of command of one or more of these elements seriously affects reader response. Possible characteristics of the writing include: • There is a controlling idea which either conveys simple meaning or a more complex meaning not clearly expressed, but the piece may not continually be governed or shaped by it. • Adherence to the conventions of mode is not secure and organization is flawed. • The writer's voice may not be apparent of may be inconsistent, resulting in writing that is uneven or unclear. • Consistent and frequent misapplications of the conventions of language persistently interfere with the reader's understanding of the ideas, but do not prevent it."	at least **80%** of the writers meet minimum stand-ards	**73%** of the writers met or exceeded minimum stand-ards	**83%** of the writers met or exceeded minimum stand-ards	**68%** of the writers met or exceeded minimum stand-ards	**91%** of the writers met or exceeded minimum stand-ards

Appendix C: Results by School

Sample Format

Barton
Delta
Glendale
Hill Park
Mountain
Parkview
Scott Park
Sherwood
Sir Allan MacNab
Sir John A. Macdonald
Sir Winston Churchill
Westdale
Westmount

1991 GRADE 12 PROVINCIAL WRITING REVIEW 1992

SAMPLE SECONDARY SCHOOL

NATURE OF THE SCHOOL AS A CONTEXT FOR ITS PROGRAMS

- characteristics of the school neighbourhood
- mobility of the student population
- mobility of the staff (teachers, administrators)
- experience of the staff
- involvement of parents
- involvement of volunteers
- school organization
- other significant factors

SCHOOL DEMOGRAPHICS

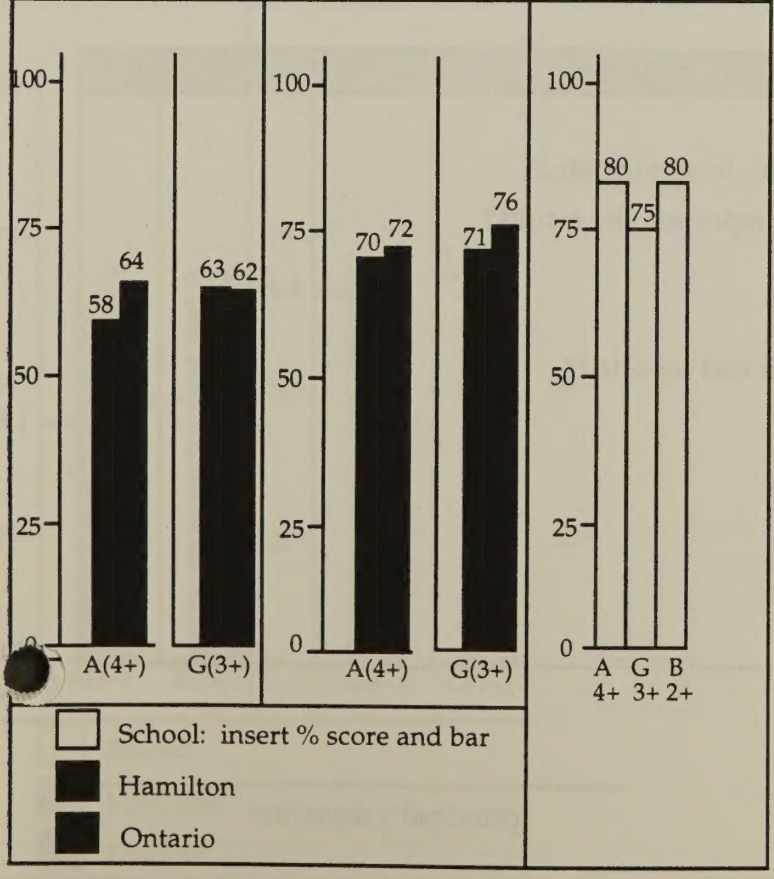
	Sept. '91	Sept. '94
Total school population		
# grade 12 English students		
# grade 12 English classes		
% of grade 12 English students with ESL backgrounds		

Other pertinent demographics: NB. Although the Provincial Review provided data on ESL students, it did not take into account identified exceptional students in the review.

PARTICIPANTS

# participants in the Review • students • teachers	School A	School G	School B	Hamilton A	Hamilton G	Hamilton B		
				1335	791	71		
					63			
% of students with ESL background	School A	School G		Hamilton A	Hamilton G		Ontario A	Ontario G
				7	11		9	9
% of teachers in the Review with a BA in English	School			Hamilton			Ontario	
				76			83	

RESULTS



PROVINCIAL EXPECTATIONS

- **80%** of advanced program students were expected to achieve level **4** or higher (4+)
- **75%** of **general** program students were expected to achieve level 3 or higher (3+)
- **80%** of **basic** program students were expected to achieve level **2** or higher (2+)

DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Writing demonstrates a sophisticated command of the elements of writing and the elements convey a distinctive perspective and impression.

5 Writing shows a secure command of the elements of writing and they create a meaningful whole.

4 Writing demonstrates a command of the elements of writing, and exhibits solid communication.

3 Writing shows both strengths and weaknesses in fundamental elements of writing, with the strengths outweighing the weaknesses. Meaning is generally clear.

2 Writing shows an elementary grasp of the essential elements and communication occurs, but the reader has difficulty responding.

1 Writing demonstrates an awareness of some of the essential elements of writing, but communication is fragmented or missing.

A = advanced G = general B = basic

STUDENT ATTITUDES (%)

	School		Ham.		Ont.	
	A	G	A	G	A	G
• enjoy writing	—	—	74	69	75	69
• confident in writing	—	—	85	80	85	82
• write outside of school (quite a bit/great deal)	—	—	22	22	25	25
• writing important for career	—	—	71	72	72	69

PRACTICES (%)

	School		Ham.		Ont.	
	A	G	A	G	A	G
• homework (2+ hrs/week) involving writing	—	—	51	36	59	39
• writing in other subjects (quite a bit/great deal)	—	—	52	49	57	52
• using computer to write	—	—	40	35	55	39
• teachers teaching grammar						
- to class	—		86		81	
- to individuals	—		97		95	
• teachers using computers						
- in the classroom	—		47		38	
- personally	—		51		54	

SCHOOL COMMENTS ON THE REVIEW

- Comments on the review process itself.
- Comments on the validity of the results based on other evidence.

SCHOOL ACTION PLAN

- **What** is the task: review, development, implementation, in-service, etc.?
- **Who** is responsible for the task and for evaluating and reporting the results?
- **How** will the task be accomplished?
- **When** will the task begin and end?
- **How** will the degree of success of the task be **evaluated** and reported?

date

principal's signature

1991 GRADE 12 PROVINCIAL WRITING REVIEW 1992

BARTON SECONDARY SCHOOL

NATURE OF THE SCHOOL AS A CONTEXT FOR ITS PROGRAMS

Barton has a population of close to 1300 students. There are 80 teachers. The majority of graduates apply for university or college admission, and many are successful. The school has always stressed student responsibility and skill development and enjoys good community relationships

SCHOOL DEMOGRAPHICS

	Sept. '91	Sept. '94
Total school population	1305	1283
# grade 12 English students	273	288
# grade 12 English classes	11	11
% of grade 12 English students with ESL backgrounds	3.1	6.0

Other pertinent demographics:
There is a small but growing population whose native language is not English. Language support for these students is provided through Learning Resource and the English Department. As numbers grow, the school will consider providing classes in English as a Second Language.

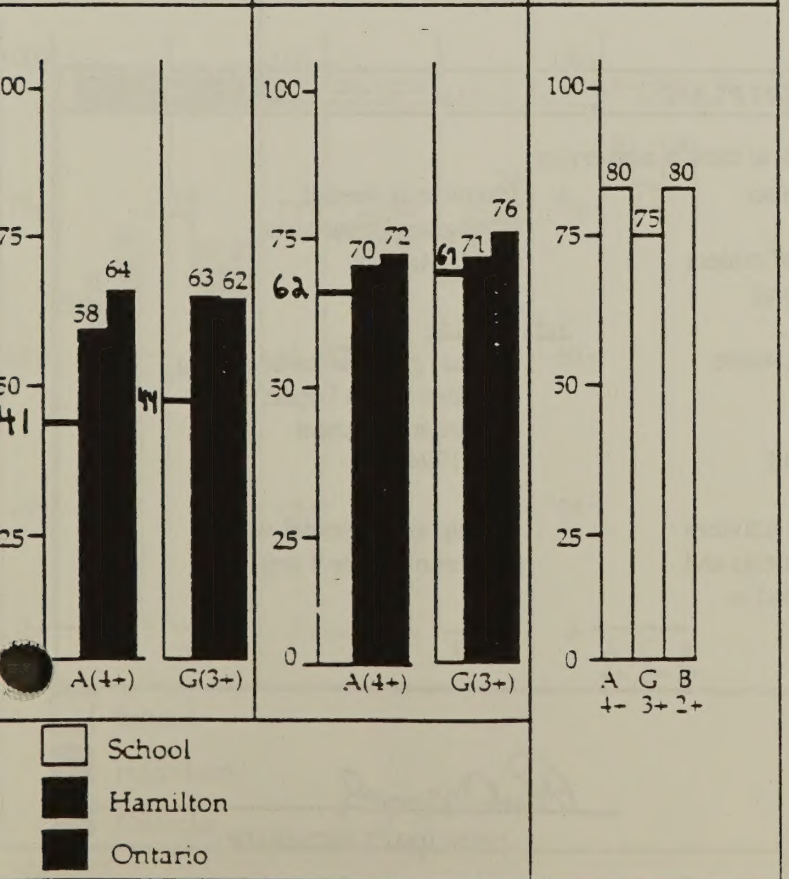
PARTICIPANTS

	School			Hamilton		
# participants in the Review	A	G	B	A	G	B
• students	180	73	0	1335	791	71
• teachers		5			63	

% of students with ESL background	School		Hamilton		Ontario	
	A	G	A	G	A	G
	2	5	7	11	9	9

% of teachers in the Review with a BA in English	School	Hamilton	Ontario
	60	76	83

RESULTS



PROVINCIAL EXPECTATIONS

- 80% of advanced program students were expected to achieve level 4 or higher (4+)
- 75% of general program students were expected to achieve level 3 or higher (3+)
- 80% of basic program students were expected to achieve level 2 or higher (2+)

DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Writing demonstrates a sophisticated command of the elements of writing and the elements convey a distinctive perspective and impression.

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2 Writing shows an elementary grasp of the essential elements and communication occurs, but the reader has difficulty responding.

1 Writing demonstrates an awareness of some of the essential elements of writing, but communication is fragmented or missing.

A = advanced G = general B = basic

STUDENT PERCEPTIONS

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• enjoy writing	69	43	74	69	75	69
• confident in writing	89	74	85	80	85	82
• write outside of school (quite a bit/great deal)	22	6	22	22	25	25
• writing important for career	70	59	71	72	72	69

TEACHERS

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• homework (2+ hrs/week) involving writing	22	15	51	36	59	39
• writing in other subjects (quite a bit/great deal)	52	40	52	49	57	52
• using computer to write	20	25	40	35	55	39
• teachers teaching grammar						
- to class	60		86		81	
- to individuals	80		97		95	
• teachers using computers						
- in the classroom	20		47		38	
- personally	60		51		54	

SCHOOL COMMENTS ON THE REVIEW

While Barton scored below provincial averages in the "assigned task" and "best piece" submissions, it is interesting to note that many students were only one standard below the target and that at these levels, writing was either that in which "strengths outweigh weaknesses" (advanced level) or that which showed an "elementary grasp of the essential elements" (general level). The key to improvement lies in moving these students up at least one level.

SCHOOL ACTION PLAN

Goal: Student performance will be at or above Provincial Standards at time of next review

1. Departmental
   1) Review Results with Departments
   Spring, Fall, 1994
2. Focus on Improvement of "assigned task" activity:
   *Provide greater opportunities for all students to address writing topics appropriate to personal interests, experiences and levels of knowledge.
   *Provide greater opportunities for writing for
   -a variety of real purposes
   -a variety of real audiences
   *Further develop computer use in the department
   *Provide wide variety of student pre writing in motivational activities
   *Use Direct Instruction where needed
   —ongoing 1994-1995
   (Based on "20 Powerful Questions")
3. Increase use of Process activities as well as teacher comments and conferencing (as indicated in Review.)
   ongoing 1994-1995
4. Inservice as needed
   – Program Department, Bill Manson

School Wide

– Increase prominence of writing activities across Departments (inclusion for school plan, 1994-95).

– Writing as key school-wide element of Grade 9 program.

Oct 17/94
date

Paul Murphy
principal's signature

1991 **GRADE 12 PROVINCIAL WRITING REVIEW** 1992

DELTA **SECONDARY SCHOOL**

NATURE OF THE SCHOOL AS A CONTEXT FOR ITS PROGRAMS

- INNER CITY SCHOOL
- MOBILE STUDENT POPULATION
- LOW TO MIDDLE INCOME NEIGHBOURHOOD

SCHOOL DEMOGRAPHICS

	Sept. '91	Sept. '94
Total school population	1065	1030
# grade 12 English students	137	107
# grade 12 English classes	6	4
% of grade 12 English students with ESL backgrounds	11	N/A

Other pertinent demographics:

- 12% of SCHOOL POPULATION WAS IDENTIFIED IN 1991
- 129 IDENTIFIED STUDENTS (ONLY 6 GIFTED) IN 1991
- ONLY COMPOSITE SECONDARY SCHOOL OFFERING BASIC LEVEL COURSES IN GRADES 10 TO 12

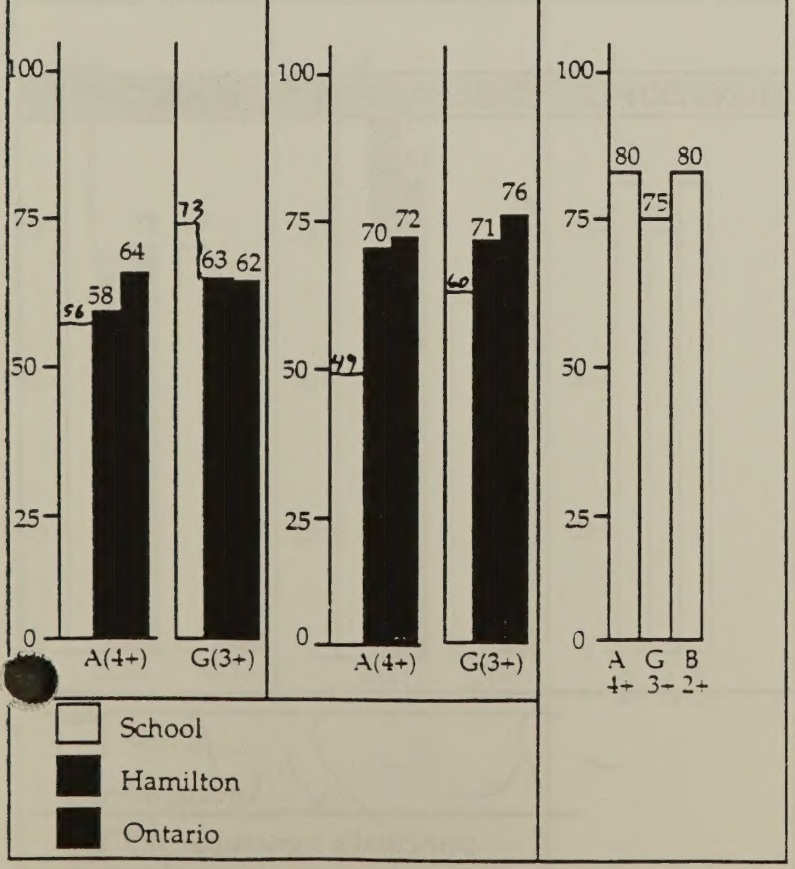
PARTICIPANTS

	School			Hamilton		
	A	G	B	A	G	B
# participants in the Review						
• students	77	55	5	1335	791	71
• teachers		6			63	

% of students with ESL background	School		Hamilton		Ontario	
	A	G	A	G	A	G
	0	11	7	11	9	9

% of teachers in the Review with a BA in English	School	Hamilton	Ontario
	86	76	83

RESULTS



PROVINCIAL EXPECTATIONS

- 80% of advanced program students were expected to achieve level 4 or higher (4+)
- 75% of general program students were expected to achieve level 3 or higher (3+)
- 80% of basic program students were expected to achieve level 2 or higher (2+)

DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Writing demonstrates a sophisticated command of the elements of writing and the elements convey a distinctive perspective and impression.

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1 Writing demonstrates an awareness of some of the essential elements of writing, but communication is fragmented or missing.

A = advanced G = general B = basic

STUDENT ATTITUDES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• enjoy writing	76	72	74	69	75	69
• confident in writing	90	75	85	80	85	82
• write outside of school (quite a bit/great deal)	18	25	22	22	25	25
• writing important for career	64	74	71	72	72	69

PRACTICES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• homework (2+ hrs/week) involving writing	50	35	51	36	59	39
• writing in other subjects (quite a bit/great deal)	32	53	52	49	57	52
• using computer to write	58	72	40	35	55	39
• teachers teaching grammar						
- to class	85		86		81	
- to individuals	100		97		95	
• teachers using computers						
- in the classroom	71		47		38	
- personally	71		51		54	

SCHOOL COMMENTS ON THE REVIEW

SEE ATTACHED SHEET !

SCHOOL ACTION PLAN

SEE ATTACHED SHEET !

Oct 20, 1994
date

principal's signature

1991 **GRADE 12 PROVINCIAL WRITING REVIEW** 1992

DELTA **SECONDARY SCHOOL**

NATURE OF THE SCHOOL AS A CONTEXT FOR ITS PROGRAMS

INNER CITY SCHOOL
- MOBILE STUDENT POPULATION
- LOW TO MIDDLE INCOME NEIGHBOURHOOD

SCHOOL DEMOGRAPHICS

	Sept. '91	Sept. '94
Total school population	1065	1030
# grade 12 English students	137	107
# grade 12 English classes	6	4
% of grade 12 English students with ESL backgrounds	11	N/A

Other pertinent demographics:
- 12% of SCHOOL POPULATION WAS IDENTIFIED IN 1991
- 129 IDENTIFIED STUDENTS (ONLY 6 GIFTED) IN 1991
- ONLY COMPOSITE SECONDARY SCHOOL OFFERING BASIC LEVEL COURSES IN GRADES 10 TO 12

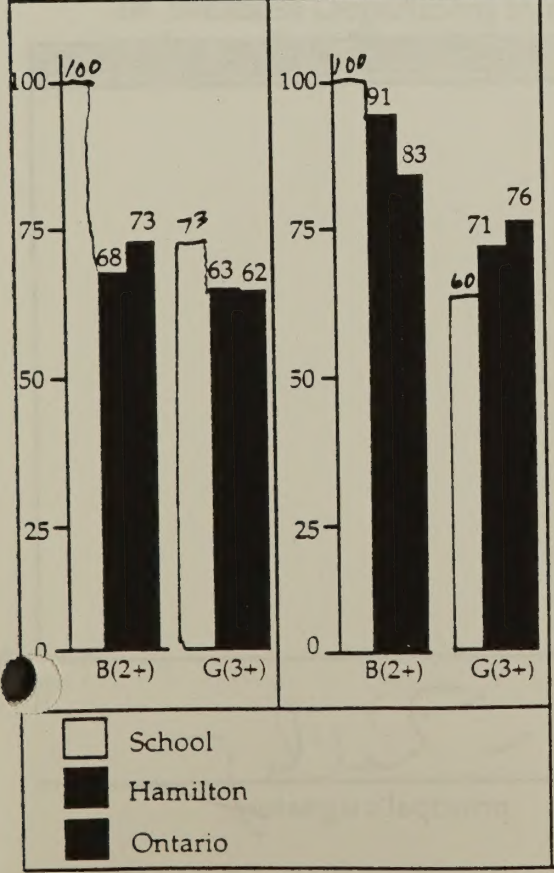
PARTICIPANTS

	School			Hamilton		
	A	G	B	A	G	B
# participants in the Review						
• students	77	55	5	1335	791	71
• teachers		6			63	

	School		Hamilton		Ontario	
	B	G	B	G	B	G
% of students with ESL background	0	11	3	11	6	9

	School	Hamilton	Ontario
% of teachers in the Review with a BA in English	86	76	83

RESULTS



PROVINCIAL EXPECTATIONS

- **80%** of advanced program students were expected to achieve level **4** or higher (4+)
- **75%** of **general** program students were expected to achieve level **3** or higher (3+)
- **80%** of **basic** program students were expected to achieve level **2** or higher (2+)

DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Writing demonstrates a sophisticated command of the elements of writing and the elements convey a distinctive perspective and impression.

5 Writing shows a secure command of the elements of writing and they create a meaningful whole.

4 Writing demonstrates a command of the elements of writing, and exhibits solid communication.

3 Writing shows both strengths and weaknesses in fundamental elements of writing, with the strengths outweighing the weaknesses. Meaning is generally clear.

2 Writing shows an elementary grasp of the essential elements and communication occurs, but the reader has difficulty responding.

1 Writing demonstrates an awareness of some of the essential elements of writing, but communication is fragmented or missing.

A = advanced G = general B = basic

STUDENT ATTITUDES (%)

	School B	School G	Ham. B	Ham. G	Ont. B	Ont. G
• enjoy writing	60	72	62	69	63	69
• confident in writing	40	75	81	80	80	82
• write outside of school (quite a bit/great deal)	20	25	13	22	22	25
• writing important for career	80	74	69	72	74	69

PRACTICES (%)

	School B	School G	Ham. B	Ham. G	Ont. B	Ont. G
• homework (2+ hrs/week) involving writing	60	35	22	36	21	39
• writing in other subjects (quite a bit/great deal)	20	53	42	49	55	52
• using computer to write	100	72	56	35	42	39
• teachers teaching grammar						
- to full class	85		86		81	
- to individuals	100		97		95	
• teachers using computers						
- in the classroom	71		47		38	
- personally	71		51		54	

SCHOOL COMMENTS ON THE REVIEW

SEE ATTACHED SHEET !

SCHOOL ACTION PLAN

SEE ATTACHED SHEET !

Oct 20, 1994
date

principal's signature

SCHOOL COMMENTS ON THE REVIEW

The Ministry Testing interrupted existing units of study and this was disconcerting to many students (especially to students in the general and basic level courses); after the testing period was over, teachers and students were expected simply to "carry on" from where they left off weeks before. Many students did not cope well with the change in structure and routine and this was a difficulty that the teacher had to face.

The testing was carried out within a certain period of time and both teachers and students had deadlines to meet. Often, these deadlines were difficult to meet due to unforeseen circumstances such as teacher absences, student absences, and other interruptions in the school schedule. Also the time frame of the testing should have been more flexible to accommodate both the students who were proficient writers and completed the tasks quickly and the students who were not so proficient and required a great deal more time to complete the tasks.

All students should have had the opportunity to produce "quality pieces" of writing using a computer. This could have been facilitated with special arrangements with the Business Department to make available the school computer lab during the testing period. The Ministry should have encouraged this in the in-service.

SCHOOL ACTION PLAN

DELTA SECONDARY SCHOOL

Tasks -What has to be done?

Become more familiar with: the "Writing Process"

Writing Outcomes

Evaluation Techniques

Evaluation Criteria

Make more use of computers in the Writing Process

Roles -Who will do it?

All teachers, especially teachers of English who are expected to set an example and provide guidance for other teachers as needed

Functions -How will it be done?

In-service within the school and establishing a booklet containing information regarding Essay Style Format, Criteria For Evaluating Writing, Details of the Writing Process, Common Errors To Avoid etc.

Creation of A Student Writing Centre

Inclusion of Information Regarding The Writing Process in the Student Planner

Timelines -When will it be done?

-action plan is on-going beginning in the 1st semester of the school year 1994/95

Outcomes -How will we know when it's done?

-Compare the results from 1st semester to the 2nd semester

-Compare the 94/95 results to the 91/92 results

-Assessment of the Action Plan and Revision of the Action Plan

1991 GRADE 12 PROVINCIAL WRITING REVIEW 1992

GLENDALE SECONDARY SCHOOL

NATURE OF THE SCHOOL AS A CONTEXT FOR ITS PROGRAMS

Nature of the school: advanced and general programs primarily
growing E.S.L. program

Nature of the community: broad socio-economic range
large Eastern European population
increasing South East Asian population
the community values higher education

Students choose advanced rather than general because of family expectations.

SCHOOL DEMOGRAPHICS

	Sept. '91	Sept. '94
Total school population	1234	1099
# grade 12 English students	218	208
# grade 12 English classes	11	9
% of grade 12 English students with ESL backgrounds	3.6	N.A.

Other pertinent demographics:

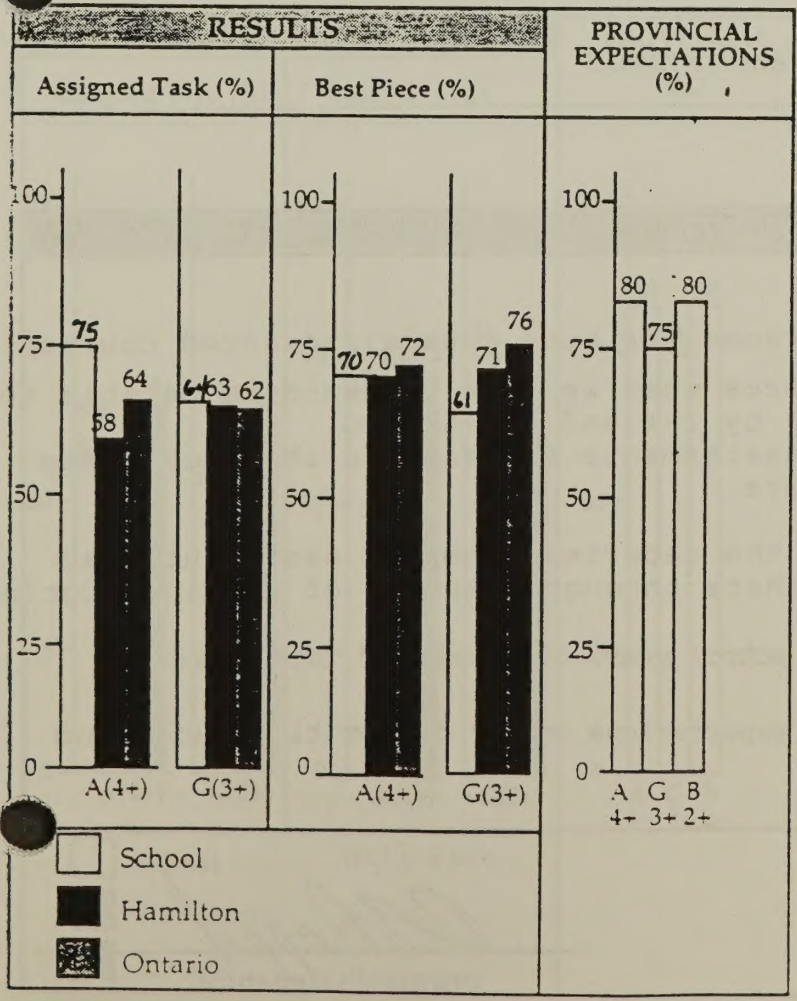
PARTICIPANTS

	School			Hamilton		
# participants in the Review	A	G	B	A	G	B
• students	140	78	0	1335	791	71
• teachers		5			63	

% of students with ESL background	School		Hamilton		Ontario	
	A	G	A	G	A	G
	5	1	7	11	9	9

% of teachers in the Review with a BA in English	School	Hamilton	Ontario
	100	76	83

RESULTS



PROVINCIAL EXPECTATIONS

- 80% of advanced program students were expected to achieve level 4 or higher (4+)
- 75% of general program students were expected to achieve level 3 or higher (3+)
- 80% of basic program students were expected to achieve level 2 or higher (2+)

DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Writing demonstrates a sophisticated command of the elements of writing and the elements convey a distinctive perspective and impression.

5 Writing shows a secure command of the elements of writing and they create a meaningful whole.

4 Writing demonstrates a command of the elements of writing, and exhibits solid communication.

3 Writing shows both strengths and weaknesses in fundamental elements of writing, with the strengths outweighing the weaknesses. Meaning is generally clear.

2 Writing shows an elementary grasp of the essential elements and communication occurs, but the reader has difficulty responding.

1 Writing demonstrates an awareness of some of the essential elements of writing, but communication is fragmented or missing.

A = advanced G = general B = basic

STUDENT ATTITUDES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• enjoy writing	78	62	74	69	75	69
• confident in writing	82	74	85	80	85	82
• write outside of school (quite a bit/great deal)	22	17	22	22	25	25
• writing important for career	73	63	71	72	72	69

PRACTICES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• homework (2+ hrs/week) involving writing	62	21	51	36	59	39
• writing in other subjects (quite a bit/great deal)	52	48	52	49	57	52
• using computer to write	46	80	40	35	55	39
• teachers teaching grammar - to class	100		86		81	
- to individuals	100		97		95	
• teachers using computers - in the classroom	50		47		38	
- personally	50		51		54	

SCHOOL COMMENTS ON THE REVIEW

Parental expectations are high for many students at Glendale. As a result, many students are enrolled in advanced level courses. We do not discourage students, in spite of weak sk ills, from reaching up. However, this review assumes students are properly placed in general/ advanced courses. This assumption distorts the results especially for our general level students.

SCHOOL ACTION PLAN

Review the grade 12 writing programme for both general/advanced courses:

1) establish in concrete terms what we want students to be able to do in regards to writing by the end of 4A & 4G.
2) establish core writing assignments for 4A & 4G that will help students realize the above.

This plan will be carried out by the department head & assistant head in conjunction with grade 12 teachers through a series of meetings durin the two semesters.

3) measure during the 1995 - 96 school year, the students' improvement in writing skills.
4) revise, as a department, the expectations and/or core writing assignments in June, 1996 if warranted.

Oct. 12/94
date

A A Roppel
principal's signature

1991 GRADE 12 PROVINCIAL WRITING REVIEW 1992

Hill Park SECONDARY SCHOOL

NATURE OF THE SCHOOL AS A CONTEXT FOR ITS PROGRAMS

Hill Park has a large number of students in the senior grades who work (over 60%). The composition of the school has been changing and there is a wide discrepancy in economic background with sections of affluence and sections with social workers attached. We have large numbers of single parent families and increasing number of isolates who are transient, moving through this area. Hill Park offers a diverse program which includes 2 full TR classes, Lime Ridge Mall Co-op satellite, Lamb's Day Care Nursery. This school is stretching to meet the wider demands of its diverse population.

SCHOOL DEMOGRAPHICS

	Sept. '91	Sept. '94
Total school population	1207	1184
# grade 12 English students	208	299
# grade 12 English classes	9	11
% of grade 12 English students with ESL backgrounds	0	0

Other pertinent demographics: School population-1202 including the Lime Ridge program. We have approximately 160 co-op students, 74 identified, 26 TR, 8 Gifted. There is a staff of 81 ½ teachers, 1 Transitional work for exceptional students teacher, 1.2 Lime Ridge Mall teachers, and 3 Learning Resource teachers. There is 1 class of Basic Level and a large population of general level classes.

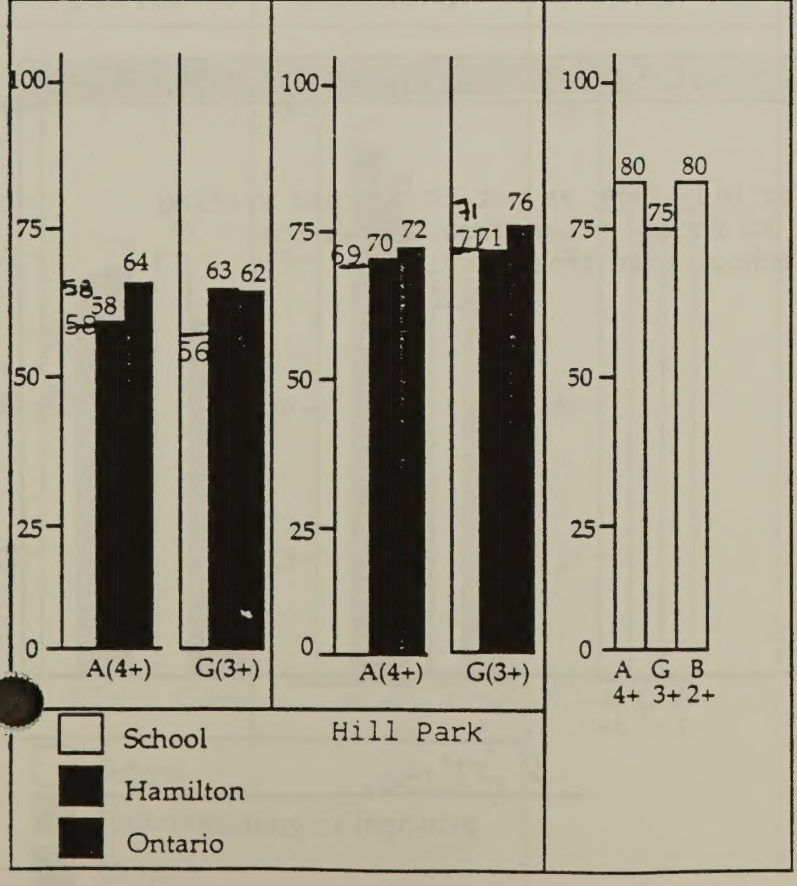
PARTICIPANTS

	School			Hamilton		
	A	G	B	A	G	B
# participants in the Review						
• students	125	83	0	1335	791	71
• teachers		4			63	

	School		Hamilton		Ontario	
	A	G	A	G	A	G
% of students with ESL background	0	0	7	11	9	9

	School	Hamilton	Ontario
% of teachers in the Review with a BA in English	100	76	83

RESULTS



PROVINCIAL EXPECTATIONS

- 80% of advanced program students were expected to achieve level 4 or higher (4+)
- 75% of general program students were expected to achieve level 3 or higher (3+)
- 80% of basic program students were expected to achieve level 2 or higher (2+)

DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Writing demonstrates a sophisticated command of the elements of writing and the elements convey a distinctive perspective and impression.

5 Writing shows a secure command of the elements of writing and they create a meaningful whole.

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1 Writing demonstrates an awareness of some of the essentia elements of writing, but communication is fragmented or missing.

A = advanced G = general B = basic

STUDENT ATTITUDES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• enjoy writing	66	75	74	69	75	69
• confident in writing	85	81	85	80	85	82
• write outside of school (quite a bit/great deal)	24	25	22	22	25	25
• writing important for career	71	77	71	72	72	69

PRACTICES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• homework (2+ hrs/week) involving writing	52	28	51	36	59	39
• writing in other subjects (quite a bit/great deal)	45	45	52	49	57	52
• using computer to write	51	25	40	35	55	39
• teachers teaching grammar						
- to class	100		86		81	
- to individuals	100		97		95	
• teachers using computers						
- in the classroom	50		47		38	
- personally	50		51		54	

SCHOOL COMMENTS ON THE REVIEW

Since this Review, Hill Park has focused on writing in the classroom. Writing is a narrow focus for the English program which covers far more than this. While administered in the English classrooms it is an "Across the Curriculum" concern.

SCHOOL ACTION PLAN

At present no plan has been established for Hill Park as yet to address writing concerns. There is a need for the schcol to focus on Language across the Curriculum. This will be build into the school plan this year.

October 14, 1994
date

principal's signature

1991 GRADE 12 PROVINCIAL WRITING REVIEW 1992

MOUNTAIN SECONDARY SCHOOL

NATURE OF THE SCHOOL AS A CONTEXT FOR ITS PROGRAMS

Mountain Secondary is a coeducational facility encompassing a main campus and an annex which offers a full range of courses at the Basic level of difficulty. While students from all areas of the city attend the school, the main catchment area is comprised of the Upper City.

SCHOOL DEMOGRAPHICS

	Sept. '91	Sept. '94
Total school population	431	344
# grade 12 English students	26	20
# grade 12 English classes	2	2
% of grade 12 English students with ESL backgrounds	12	nil

Other pertinent demographics:

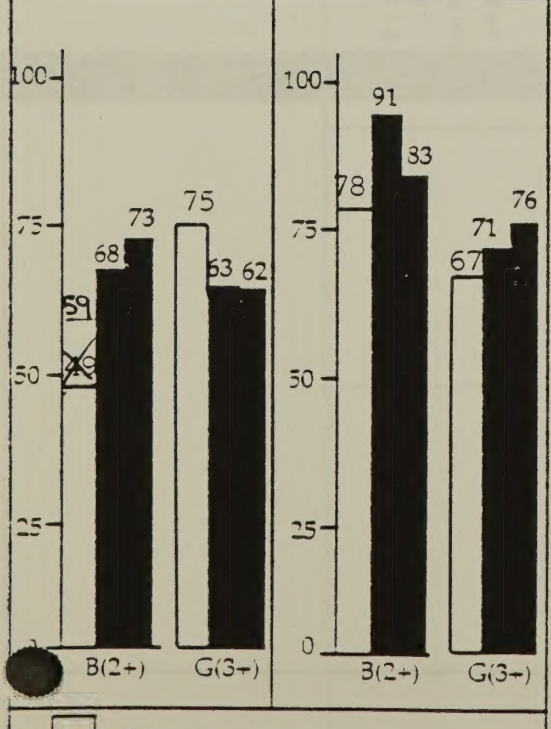
PARTICIPANTS

	School			Hamilton		
	A	G	B	A	G	B
# participants in the Review						
• students	nil	11	15	1335	791	71
• teachers		3			63	

	School		Hamilton		Ontario	
	B	G	B	G	B	G
% of students with ESL background	nil	12	3	11	6	9

	School	Hamilton	Ontario
% of teachers in the Review with a BA in English	100	76	83

RESULTS



PROVINCIAL EXPECTATIONS

- 80% of advanced program students were expected to achieve level 4 or higher (4+)
- 75% of general program students were expected to achieve level 3 or higher (3+)
- 80% of basic program students were expected to achieve level 2 or higher (2+)

DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Writing demonstrates a sophisticated command of the elements of writing and the elements convey a distinctive perspective and impression.

5 Writing shows a secure command of the elements of writing and they create a meaningful whole.

4 Writing demonstrates a command of the elements of writing, and exhibits solid communication.

3 Writing shows both strengths and weaknesses in fundamental elements of writing, with the strengths outweighing the weaknesses. Meaning is generally clear.

2 Writing shows an elementary grasp of the essential elements and communication occurs, but the reader has difficulty responding.

1 Writing demonstrates an awareness of some of the essential elements of writing, but communication is fragmented or missing.

A = advanced G = general B = basic

STUDENT ATTITUDES (%)

	School B	School G	Ham. B	Ham. G	Ont. B	Ont. G
• enjoy writing	63	75	62	69	63	69
• confident in writing	79	74	81	80	80	82
• write outside of school (quite a bit/great deal)	16	12	13	22	22	25
• writing important for career	79	69	69	72	74	69

PRACTICES (%)

	School B	School G	Ham. B	Ham. G	Ont. B	Ont. G
• homework (2+ hrs/week) involving writing	37	44	22	36	21	39
• writing in other subjects (quite a bit/great deal)	42	12	42	49	55	52
• using computer to write	47	19	56	35	42	39
• teachers teaching grammar						
- to full class	100		86		81	
- to individuals	50		97		95	
• teachers using computers						
- in the classroom	50		47		38	
- personally	0		51		54	

SCHOOL COMMENTS ON THE REVIEW

The information presented is a compilation of results from the Mountain Secondary and Mountain Secondary Annex facilities.

SCHOOL ACTION PLAN

A literacy component is required in all course offerings.

date

principal's signature

MOUNTAIN S. S.

TASK (what?)	ROLE (who?)	STRATEGY (how?)	TIMELINE (when?)	OUTCOME (how well?)
Students will be able to understand the basics of reading and writing and develop some basic writing skills to perform ordinary tasks related to everyday tasks.	. Department Heads . Classroom Teachers . Librarian	. One unit of study from each course to be planned and implemented with the input of the librarian. . Develop a linkage between computers and writing by making a word processing lab available to all teachers. . Investigate tutorial programs in reading and writing for low-functioning students. . Continue to offer keyboarding classes to maximize word processing skills.	1994/1995 - 1995/1996 1994 - June 1995	. <u>All</u> subject teachers to have completed a project in the resource centre. . <u>All</u> subject teachers to be encouraged to complete one assignment in the computer lab.

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1991 GRADE 12 PROVINCIAL WRITING REVIEW 1992

Parkview SECONDARY SCHOOL

NATURE OF THE SCHOOL AS A CONTEXT FOR ITS PROGRAMS

Inner-city vocational secondary school offering mainly basic credits in academic and technical courses. Some general level credits are offered. Specialized programs in Literacy, Retention and Apprenticeship courses in Auto Body, Cosmetology, Health Aide and Horticulture.

SCHOOL DEMOGRAPHICS

	Sept. '91	Sept. '94
Total school population	294	397
# grade 12 English students	30	52
# grade 12 English classes	2	3
% of grade 12 English students with ESL backgrounds	2	16

Other pertinent demographics:
Approximately:
50% of students from single parent family
25% living on own
55% identified
25% female students
[illegible]% on assistance, highly transient

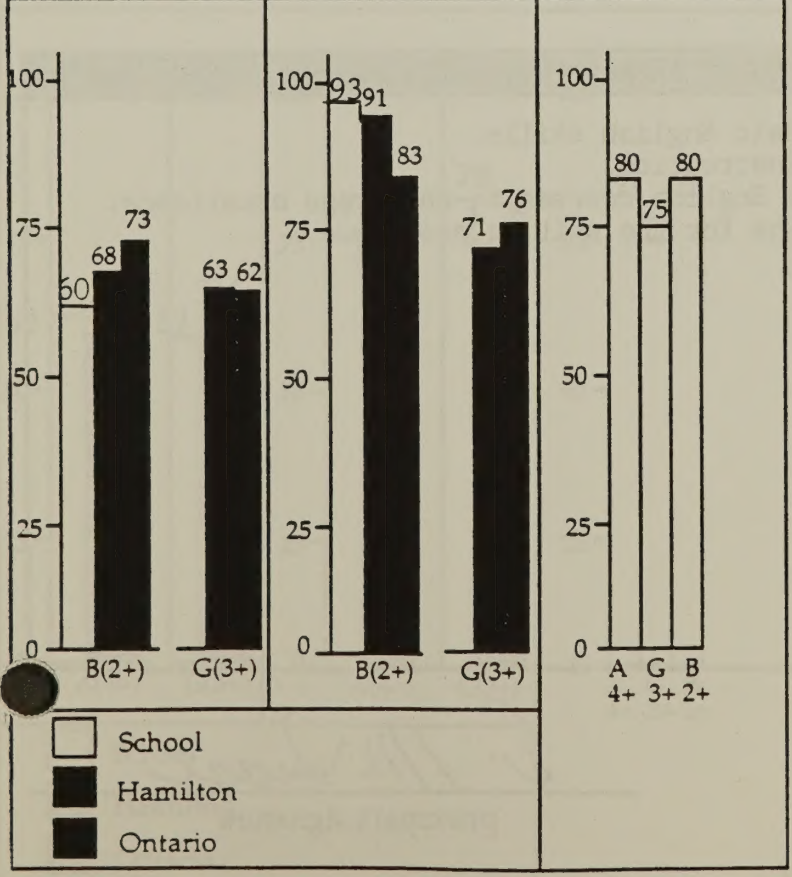
PARTICIPANTS

	School			Hamilton		
# participants in the Review	A	G	B	A	G	B
• students			30	1335	791	71
• teachers		1			63	

% of students with ESL background	School		Hamilton		Ontario	
	B	G	B	G	B	G
	6		3	11	6	9

% of teachers in the Review with a BA in English	School	Hamilton	Ontario
	100	76	83

RESULTS



PROVINCIAL EXPECTATIONS

- 80% of advanced program students were expected to achieve level 4 or higher (4+)
- 75% of general program students were expected to achieve level 3 or higher (3+)
- 80% of basic program students were expected to achieve level 2 or higher (2+)

DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Writing demonstrates a sophisticated command of the elements of writing and the elements convey a distinctive perspective and impression.

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1 Writing demonstrates an awareness of some of the essential elements of writing, but communication is fragmented or missing.

A = advanced G = general B = basic

STUDENT ATTITUDES (%)

	School B	School G	Ham. B	Ham. G	Ont. B	Ont. G
• enjoy writing	57	—	62	69	63	69
• confident in writing	88	—	81	80	80	82
• write outside of school (quite a bit/great deal)	12	—	13	22	22	25
• writing important for career	57	—	69	72	74	69

PRACTICES (%)

	School B	School G	Ham. B	Ham. G	Ont. B	Ont. G
• homework (2+ hrs/week) involving writing	15	—	22	36	21	39
• writing in other subjects (quite a bit/great deal)	42	—	42	49	55	52
• using computer to write	40	—	56	35	42	39
• teachers teaching grammar						
- to full class	88		86		81	
- to individuals	92		97		95	
• teachers using computers						
- in the classroom	100		47		38	
- personally	100		51		54	

SCHOOL COMMENTS ON THE REVIEW

- Results received far too late, almost three years after the review was conducted.
- Difficulty in finding the results for above stats since no reference number is supplied for statistical search.
- Reading and not writing is our main focus in our English Basic Level Courses.

SCHOOL ACTION PLAN

- Instituted a Literacy Program to improve basic English skills.
- Encouraged a thematic approach to English instruction.
- Increased the availability of General Level English courses to encourage excellence.
- Encouraged the increased use of computer labs for the writing process.

Oct 19/94
date

E. McIvor
principal's signature

1991 GRADE 12 PROVINCIAL WRITING REVIEW 1992

SCOTT PARK SECONDARY SCHOOL

NATURE OF THE SCHOOL AS A CONTEXT FOR ITS PROGRAMS

- Inner city, pre-dominantly working class neighbourhood; multi-ethnic
- Large number of ESL students who enter regular English courses
- Majority number of students go to workforce after leaving school

SCHOOL DEMOGRAPHICS

	Sept. '91	Sept. '94
Total school population	1110	1002
# grade 12 English students	164	231
# grade 12 English classes	8	9
% of grade 12 English students with ESL backgrounds	18	22

Other pertinent demographics:

- students "at risk" in addition to Identified students tend to have weak backgrounds in reading, in expression
- 74% of students from ESL scored below Level 4
- 80% of students from ESL background scored below Level 3

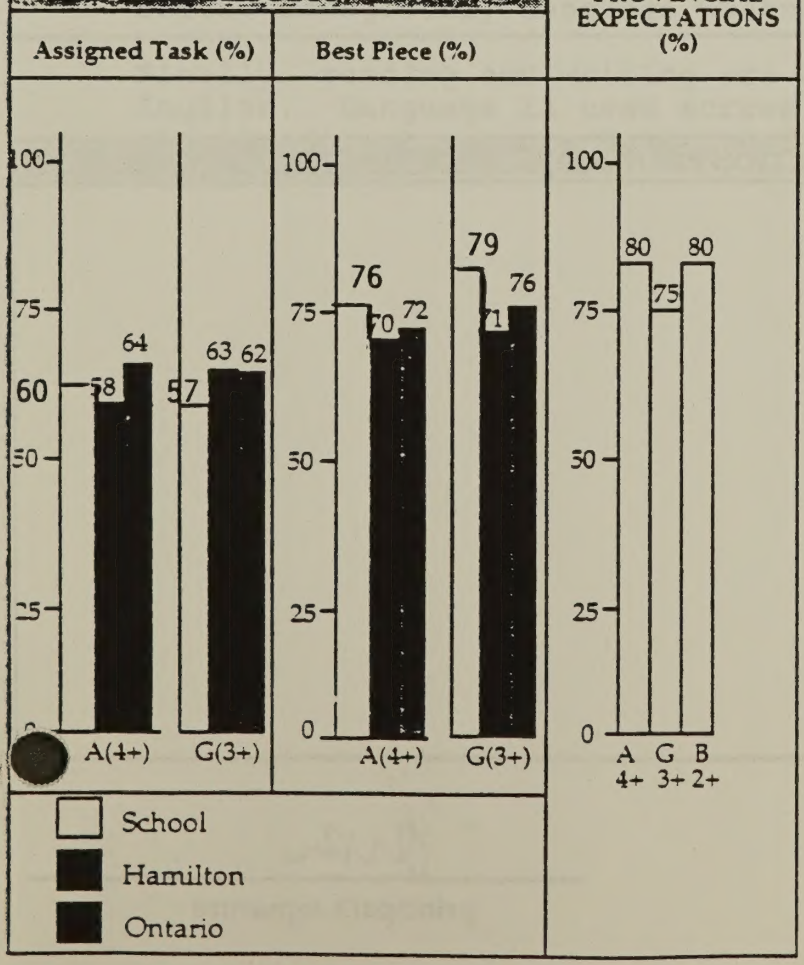
PARTICIPANTS

	School			Hamilton		
# participants in the Review	A	G	B	A	G	B
• students	79	85	0	1335	791	71
• teachers		4			63	

% of students with ESL background	School		Hamilton		Ontario	
	A	G	A	G	A	G
	26	12	7	11	9	9

% of teachers in the Review with a BA in English	School	Hamilton	Ontario
	75	76	83

RESULTS



PROVINCIAL EXPECTATIONS

- 80% of advanced program students were expected to achieve level 4 or higher (4+)
- 75% of general program students were expected to achieve level 3 or higher (3+)
- 80% of basic program students were expected to achieve level 2 or higher (2+)

DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Writing demonstrates a sophisticated command of the elements of writing and the elements convey a distinctive perspective and impression.

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A = advanced G = general B = basic

STUDENT ATTITUDES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• enjoy writing	81	75	74	69	75	69
• confident in writing	78	79	85	80	85	82
• write outside of school (quite a bit/great deal)	25	24	22	22	25	25
• writing important for career	69	83	71	72	72	69

PRACTICES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• homework (2+ hrs/week) involving writing	66	23	51	36	59	39
• writing in other subjects (quite a bit/great deal)	55	58	52	49	57	52
• using computer to write	36	31	40	35	55	39
• teachers teaching grammar						
- to class	75		86		81	
- to individuals	75		97		95	
• teachers using computers						
- in the classroom	50		47		38	
- personally	50		51		54	

SCHOOL COMMENTS ON THE REVIEW

SEE ATTACHED

SCHOOL ACTION PLAN

SEE ATTACHED

Oct 21/94

date

principal's signature

SCHOOL COMMENTS ON THE REVIEW

In 1991 and in 1994, Scott Park students come from a wide variety of cultural, social, and ethnic backgrounds. We have seen considerable movement of students between levels of programme. In general, students have entered at a lower programme level; throughout high school they have "reached up". (Thirty two per cent of 1991 grade twelve students indicated they had transferred to a higher level of programme in English).

Thirty seven per cent of grade twelve students worked between eleven and thirty hours outside school. In the general level, approximately two thirds of the students spent less than two hours/week on homework. (If the work was not done in school, it was most likely not completed.)

Given the results of our students vis a vis the results of the students across the city and the province, we are not displeased. (It should be noted that the provincial expectations were set after the test results were completed.) Our students did well on their "best pieces".

We hope that future tests record the percentage of students who require accommodations as a result of an identified exceptionality, E.S.L. background, language weakness, or general `at-risk' condition.

Finally, reading and writing are not exclusive to the teaching of English. Language is used across the curriculum. The students' results do not measure just the English programme.

SCHOOL ACTION PLAN

TASK (What?)	ROLE (Who?)	STRATEGY (How?)	TIMELINE(When?)	OUTCOME (How Well?)
. provide more opportunities to "publish" writing	. Grade 12 English teachers . Dept. Head of English . Students at Scott Park	. class magazine . extra-curricular . contests; Student Literacy Assoc. . extra-curricular student paper	. one/semester . throughout the year; monthly . monthly	. feedback from students, parents teachers . continue to monitor writing programme
. promote personal reading on a regular basis	. Grade 12 English teachers . all English teachers	. grade-level material chosen by students . sustained silent reading . reading response logs	. throughout semester . 2-3 times per (15-20 mins. per time) . 1-2 times per week	. teacher to continue monitoring student writing in reading response logs . conferencing with students to determine growth and development
. develop a school wide communication manual	. representatives from each department	. determine, compile common requirements for:essays resumes speeches oral presentation reports	. developed 94/95 . implemented 1996	. observation and feedback from Department Heads . monitor use by students . to be reviewed in 1997
. co-ordinate E.S.L. and English curriculum, strategies, outcomes	. E.S.L. and English Department Heads . other Department members . students who have studied E.S.L. and English	. identify problems of E.S.L. students in regular English . develop strategies to ease transition from E.S.L. to English	. developed 94/95 . implemented 95/96	. continue to monitor progress of E.S.L.students in regular English . reviewed in 1997 by both departments
. begin implementation of Standards and Indicators in the Specialization Years	. department members	. track student outcomes according to standards and indicators	. fieldtest 95/96	. feedback from teachers, students, parents

1991 GRADE 12 PROVINCIAL WRITING REVIEW 1992

SHERWOOD SECONDARY SCHOOL

NATURE OF THE SCHOOL AS A CONTEXT FOR ITS PROGRAMS

SCHOOL DEMOGRAPHICS

	Sept. '91	Sept. '94
Total school population	1201	1159
# grade 12 English students	196	196
# grade 12 English classes	8	7
% of grade 12 English students with ESL backgrounds	0	0

Other pertinent demographics:

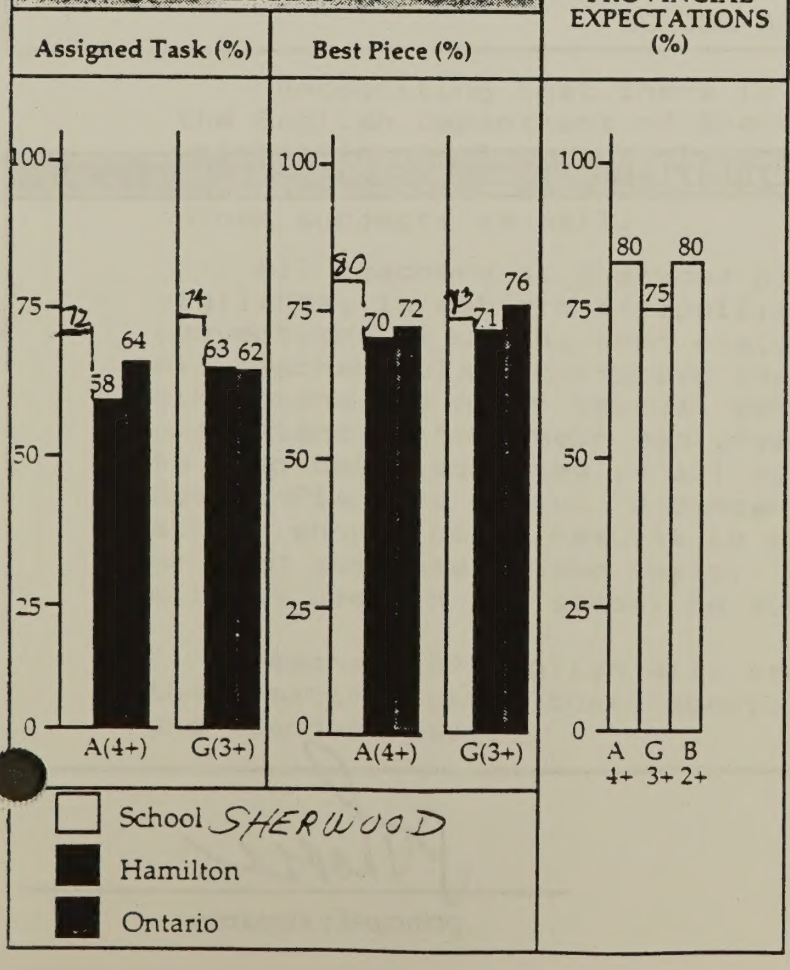
PARTICIPANTS

	School A	School G	School B	Hamilton A	Hamilton G	Hamilton B
# participants in the Review • students	113	78	0	1335	791	71
• teachers					63	

	School A	School G	Hamilton A	Hamilton G	Ontario A	Ontario G
% of students with ESL background	0	0	7	11	9	9

	School	Hamilton	Ontario
% of teachers in the Review with a BA in English	100	76	83

RESULTS



PROVINCIAL EXPECTATIONS

- 80% of advanced program students were expected to achieve level 4 or higher (4+)
- 75% of general program students were expected to achieve level 3 or higher (3+)
- 80% of basic program students were expected to achieve level 2 or higher (2+)

DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Writing demonstrates a sophisticated command of the elements of writing and the elements convey a distinctive perspective and impression.

5 Writing shows a secure command of the elements of writing and they create a meaningful whole.

4 Writing demonstrates a command of the elements of writing, and exhibits solid communication.

3 Writing shows both strengths and weaknesses in fundamental elements of writing, with the strengths outweighing the weaknesses. Meaning is generally clear.

2 Writing shows an elementary grasp of the essential elements and communication occurs, but the reader has difficulty responding.

1 Writing demonstrates an awareness of some of the essential elements of writing, but communication is fragmented or missing.

A = advanced G = general B = basic

STUDENT ATTITUDES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• enjoy writing	76	69	74	69	75	69
• confident in writing	89	84	85	80	85	82
• write outside of school (quite a bit/great deal)	20	22	22	22	25	25
• writing important for career	75	68	71	72	72	69

PRACTICES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• homework (2+ hrs/week) involving writing	61	37	51	36	59	39
• writing in other subjects (quite a bit/great deal)	54	49	52	49	57	52
• using computer to write	51	53	40	35	55	39
• teachers teaching grammar						
- to class	83		86		81	
- to individuals	96		97		95	
• teachers using computers						
- in the classroom	48		47		38	
- personally	50		51		54	

SCHOOL COMMENTS ON THE REVIEW

SCHOOL ACTION PLAN

Oct - 18/94
date

principal's signature

NATURE OF SHERWOOD AS A CONTEXT FOR ITS PROGRAMS

Sherwood might be described as drawing from a relatively stable suburban neighbourhood. The teaching staff is experienced and its members generally enjoy long-term service at the school. Sherwood has an active parent-teacher association, strong community ties and involvement, and a healthy extra-curricular program.

SCHOOL COMMENTS ON THE REVIEW

The "environment", the topic chosen for the 1991-92 Ministry Review of Grade 12 Writing, would have better suited a review of writing in social and natural science subjects where a methodical study of environmental concerns takes place.

The validity of the results is rendered doubtful by the fact that the test was conducted only during the two semesters of one school year, 1991-92. Nevertheless, Sherwood results seemed to be in line with English teachers' impressions of student achievement in writing generally, relative to that in other schools of their experience.

SCHOOL ACTION PLAN

Recognizing that there is always room for improvement, the English Department of Sherwood will continue to include writing in nearly every class period of English this school year (1994-95). This practice is recommended for classes of other subjects as well.

All teachers at Sherwood plan to increase their vigilance, in matters of spelling and grammar and other conventions of usage, when evaluating student written work. All teachers plan to improve the readability of instructions, directions and other textual material in order that students understand better their assignments. Students are encouraged to keep detailed notes in all subjects and to use their Agenda-Planners fully. A concerted effort by teachers in the school should yield results in the improved quality of written assignments and tests. Where possible, computers will be used in the school to further these ends.

Teachers of English will continue to take the lead in these matters given their specialized knowledge of language and standard usage.

1991 GRADE 12 PROVINCIAL WRITING REVIEW 1992

SIR ALLAN MACNAB SECONDARY SECONDARY SCHOOL

NATURE OF THE SCHOOL AS A CONTEXT FOR ITS PROGRAMS

Sir Allan MacNab has always been considered an "academic school". Up until three or four years ago the majority of students took advanced level courses. Parents chose this school for its academic nature. Guidance steered many students into advanced level. The school is attractive and surrounded by expensive surveys.

SCHOOL DEMOGRAPHICS

	Sept. '91	Sept. '94
Total school population	1313	1120
# grade 12 English students	228	234
# grade 12 English classes	15	10
% of grade 12 English students with ESL backgrounds	3	3

Other pertinent demographics:

In the last four years the population has changed with the low income housing units and developments.
At the time of the testing our identified students in grade 12 numbered 15.

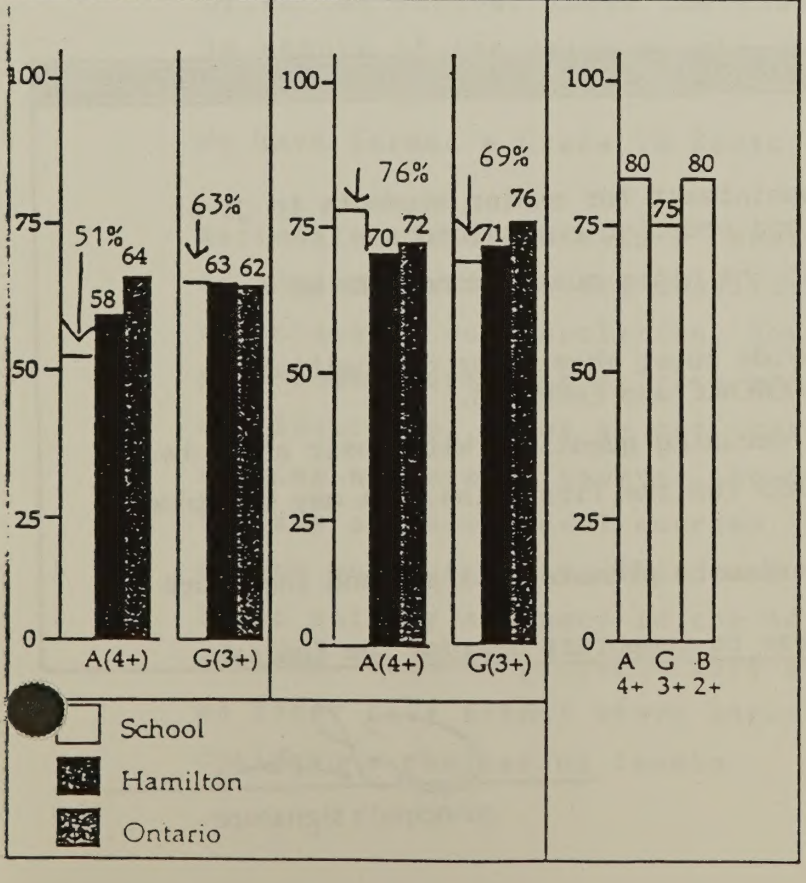
PARTICIPANTS

# participants in the Review	School A	School G	School B	Hamilton A	Hamilton G	Hamilton B
• students	216	92	--	1335	791	71
• teachers		5			63	

% of students with ESL background	School A	School G	Hamilton A	Hamilton G	Ontario A	Ontario G
	3	3	7	11	9	9

% of teachers in the Review with a BA in English	School	Hamilton	Ontario
	100	76	83

RESULTS



PROVINCIAL EXPECTATIONS

- 80% of advanced program students were expected to achieve level 4 or higher (4+)
- 75% of general program students were expected to achieve level 3 or higher (3+)
- 80% of basic program students were expected to achieve level 2 or higher (2+)

DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Writing demonstrates a sophisticated command of the elements of writing and the elements convey a distinctive perspective and impression.

5 Writing shows a secure command of the elements of writing and they create a meaningful whole.

4 Writing demonstrates a command of the elements of writing, and exhibits solid communication.

3 Writing shows both strengths and weaknesses in fundamental elements of writing, with the strengths outweighing the weaknesses. Meaning is generally clear.

2 Writing shows an elementary grasp of the essential elements and communication occurs, but the reader has difficulty responding.

1 Writing demonstrates an awareness of some of the essential elements of writing, but communication is fragmented or missing.

A = advanced G = general B = basic

STUDENT ATTITUDES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• enjoy writing	78	59	74	69	75	69
• confident in writing	89	84	85	80	85	82
• write outside of school (quite a bit/great deal)	23	14	22	22	25	25
• writing important for career	61	59	71	72	72	69

PRACTICES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• homework (2+ hrs/week) involving writing	46	27	51	36	59	39
• writing in other subjects (quite a bit/great deal)	53	40	52	49	57	52
• using computer to write	35	16	40	35	55	39
• teachers teaching grammar						
- to class	76	76	86		81	
- to individuals	62	75	97		95	
• teachers using computers						
- in the classroom	35	67	47		38	
- personally	59	100	51		54	

SCHOOL COMMENTS ON THE REVIEW

At the time of the review many of the students felt that the subject "Environment" was ironic in the light of all the paper products used for the testing. When they saw the booklets, coloured sheets and workbooks they balked. There was a definite backlash. This backlash altered attitude somewhat and even though our teachers endeavoured to ensure the students that this was an important "snapshot" of their abilities and attitudes, many of them took the testing less than seriously.

We kept the booklets and will use them as a resource for writing in future classes. The articles and ideas were good and beneficial.

SCHOOL ACTION PLAN

Please see attached material for specifics.

1. Learning Resource teacher available by appointment for senior students to give help in organizing and developing theses and ordering compositions.
2. Following the Grade 9 Continuum in English the nines must demonstrate as an outcome a proper paragraph structure.
3. All senior teachers are encouraged to provide cover sheets for composition assignments that indicate use of UNITY COHERENCE and EMPHASIS.
4. Teachers are making an effort to practice decoding questions with their students.
5. We have formed a GRADE TEN BASIC LEVEL CLASS for the first time. We may continue with Basic Levels in Grades 11 and 12.
6. We are working more closely with our Librarian to promote literacy and therefore achieve better writing.
7. We have a computer committee and more access to computers besides the English computer lab in room 113.

October 13, 1994

date

G. Fulton.

principal's signature

The Macnab Action Plan to promote better writing and effect higher standards of literacy among our students is threefold.

At the senior level, Meg Young who holds an M.A. in English and is also a Learning Resource Teacher offers her services to those senior students who need help with formulating theses, ordering their compositions and achieving emphasis and coherence. These students make appointments and work one-on-one with her.

In Grade nine following the Hamilton Continuum in English we require as an outcome a proper paragraph. Students must demonstrate ability in using a topic sentence that states the main idea. They must attain emphasis by using specific examples, supportive detail from the literature and proof of that idea. The concluding sentence should show the validity of the proof in supporting that main idea.

Through all grades teachers are encouraged to use cover sheets that state implicitly what elements are required in the composition. (enclosed is a copy of a cover sheet)

As well time and effort is taken to have students decode questions. Often the student knows the answer and the thoughts required but is unsure of the terms in the question or of what is required.

We have formed a Grade 10 Basic level class for the first time.

Rationale: Since this is a "West Mountain" School and very close to Ancaster and the big subdivisions there is much money and advantage in our population. However gadgets and plastic are poor substitutes for culture and although the houses are large and luxurious ,often as not there is not an atmosphere of reading and music. However, the parents all want their children to take advanced level courses. We have offered Basic before but no one would take it. Thus many in the General levels are of Basic ability and many in the Advanced levels are of General ability. Thus we probably fare more poorly in statistics than an inner city school where parents are less involved with their children's choices of levels.

Grade 9
Destroyed

Book Project Marking Sheet

Name _____

Book Title _____

	Project 1	Project 2	Project 3
Neat -obvious effort put in			
Creative -used imagination			
Insightful -has understood author's purpose: characterization/ mood/theme			
Careful/Complete -has paid attention to details in novel			
Good grammar/ spelling/paragraph organization			
Mark			

NAME: _____

INTRODUCTION: 1ST SENTENCE INTRODUCES THE TOPIC.
2ND SENTENCE STATES THE THESIS.
3RD, 4TH AND 5TH SENTENCES STATE THE AREAS TO BE COVERED. 6x
USE A CONNECTIVE BETWEEN THE 4TH AND 5TH SENTENCES

UNITY: TOPIC SENTENCE STATES THE MAIN IDEA
ONE IDEA PER PARAGRAPH 5x

FORMAT: IDEA, PROOF, DISCUSSION OF PROOF AS VALID.

COHERENCE: USE OF ORDER OF INTRODUCTION
USE OF CONNECTIVES OR TRANSITIONS BETWEEN PARAGRAPHS 5x
LOGICAL ORDER OR PROGRESSION OF THOUGHT.

EMPHASIS: SPECIFIC REFERENCE TO THE LITERATURE
USE OF QUOTATIONS PROPERLY INTRODUCED 5x
VIVID WORDING, DEFINITIONS AND EXPLANATIONS

STYLE: FLUID SENTENCES, VARIETY IN SENTENCE STRUCTURE,
ACTIVE VERBS AND VOICE, GOOD DICTION. 5x

CONCLUSION: THE CONCLUSION SUMS UP THE MAIN IDEAS PRESENTED AND
REACHES A CONCLUSION THAT RESTATES OR MIRRORS THE THESIS. 4x

POSSIBLE ERRORS: _____

30x

SCHOOL ACTION PLAN IN RESPONSE TO THE 1991-2 PROVINCIAL WRITING REVIEW: ORGANIZER

WHAT HAS TO BE DONE? TASKS	WHO WILL DO IT? (responsibility) ROLES	HOW WILL IT BE DONE? FUNCTIONS	WHEN WILL IT BE DONE? TIMELINES	HOW WILL WE KNOW WHEN IT'S DONE? (accountability) OUTCOMES
Improve students' understanding of what the writing task is. Promote school-wide literacy. "Every teacher is a teacher of English" Vary the types of writing done in the classroom. In=service all teachers on computer lab for student access. Work more closely with teacher librarian on writing task. (Mrs. Morgan often generates projects and sometimes marks them!) oSell the idea of Basic Level courses to our community.	English Head Computer on-site co. -ordinator Librarian Cabinet of Heads and Principal	In-services Department meetings Conferences on Writing Attempts will be made to get proper placing in appropriate levels for students with varying abilities	1995-1997	Students will demonstrate Proper Paragraph structure Will demonstrate organization amd logical progression of thought. Students will value both assigned writing tasks and personal writing.

1991 GRADE 12 PROVINCIAL WRITING REVIEW 1992

Sir John A. Macdonald SECONDARY SCHOOL

NATURE OF THE SCHOOL AS A CONTEXT FOR ITS PROGRAMS

Because of its downtown location, its reputation for tolerance and its wide-ranging population, SJAM is a magnet for young adults from across the city who are returning to school. SJAM serves hundreds of ESL students from sixty different countries. It has a linguistically and culturally diverse student body which poses challenges in programming and organization. Students know they are individually assessed and placed in specific programs to fit their needs.

SCHOOL DEMOGRAPHICS

	Sept. '91	Sept. '94
Total school population	1450	1305
# grade 12 English students	195	289
# grade 12 English classes	15	14
% of grade 12 English students with ESL backgrounds	44	38

Other pertinent demographics:

- There are 55 different languages identified by mother tongue by the students
- 44% are English
- 10% are Spanish
- 10% are Vietnamese
- 9% are Chinese/Mandarin/Cantonese
- the average age is 18
- the minimum age is 14
- the maximum age is 78

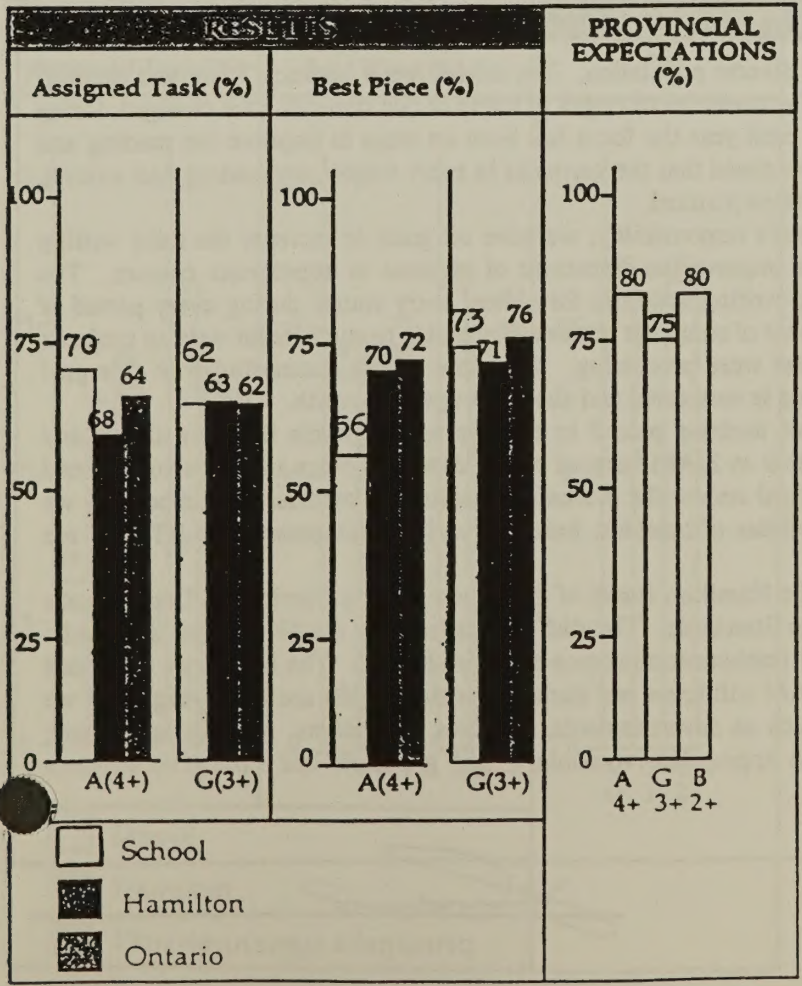
PARTICIPANTS

	School			Hamilton		
# participants in the Review	A	G	B	A	G	B
• students	118	137	0	1335	791	71
• teachers		5			63	

% of students with ESL background	School		Hamilton		Ontario	
	A	G	A	G	A	G
	32	32	7	11	9	9

% of teachers in the Review with a BA in English	School	Hamilton	Ontario
	100	76	83

RESULTS



PROVINCIAL EXPECTATIONS

- 80% of advanced program students were expected to achieve level 4 or higher (4+)
- 75% of general program students were expected to achieve level 3 or higher (3+)
- 80% of basic program students were expected to achieve level 2 or higher (2+)

DESCRIPTION OF STANDARDS LEVELS 1-6

6 Writing demonstrates a sophisticated command of the elements of writing and the elements convey a distinctive perspective and impression.

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A = advanced G = general B = basic

STUDENT ATTITUDES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• enjoy writing	77	83	74	69	75	69
• confident in writing	79	89	85	80	85	82
• write outside of school (quite a bit/great deal)	33	32	22	22	25	25
• writing important for career	89	85	71	72	72	69

PRACTICES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• homework (2+ hrs/week) involving writing	59	62	51	36	59	39
• writing in other subjects (quite a bit/great deal)	47	64	52	49	57	52
• using computer to write	32	64	40	35	55	39
• teachers teaching grammar						
- to class	40		86		81	
- to individuals	80		97		95	
• teachers using computers						
- in the classroom	60		47		38	
- personally	60		51		54	

SCHOOL COMMENTS ON THE REVIEW

The teachers of SJAM are concerned that the Grade 12 Ministry Test failed to allow exemptions or modifications for ESL, adult students or those with poor attendance during the two week test period. SJAM has a large percentage of ESL students and young adults who require extra time and during the specified 1991 test period, we had an unusually high number of absences. There was no provision for completing the work or making up any time lost through absence.

The SJAM staff believes that the guidelines for administering the review were vague and therefore the timelines and process may not have been followed consistently across the province. Two types of reading and four types of writing are being evaluated in the current Grade 9 testing; in the Grade 12 review all of the emphasis was put on two pieces of the same style of writing.

SCHOOL ACTION PLAN

Since 1985 SJAM has been developing literacy programs for its diverse population. The school has a Literacy Team and the staff committee has set specific goals for each of the last nine years. The countries of origin of many of our students have changed during that time period and so have the school's initiatives. However, each year the focus has been on ways to improve the reading and writing skills of students. In setting school objectives, the staff has stated that the key tasks in every subject are reading and writing. The school goals for each year are discussed by staff and specific steps planned.

For example, we recognize that writing skills are the entire school's responsibility; we have set goals to increase the daily writing output of every student, to increase the use of computers and to improve the placement of students in appropriate courses. The school has bought into a policy that teachers design reading and writing activities for almost every course during every period of every day. Since 1991, SJAM has increased by one third the number of computer terminals available to students for writing projects; our teachers are personally using and encouraging students to use word processing. We know we are succeeding with this goal because the number of minutes of computer use for word processing is monitored and shows an upward growth.

Guidance counselors, the ESL dept. and all teachers try to have students placed in the appropriate levels for their ability and motivation. Individual assessment is time-consuming but important at SJAM because our students are older and have such varied backgrounds. Each semester, the heads of department and principal review the evaluation results and consider how effectively we are placing our students. Twice a year the tasks and responsibilities of teachers, heads, librarians, computer and LRT staff are reviewed and revised.

The staff is studying the recent document on Literacy passed by the Hamilton Board of Education and the Curriculum Department's "Guideline for Developing Programs" which establishes Language Standards. The staff is also learning the "Provincial Standards: Language." and using these policies, indicators and guidelines to implement outcomes-based evaluation. The Ministry's mandated Common Curriculum further focuses SJAM on writing skills. SJAM will know our students' writing results are improving when we evaluate by outcomes: graduates write in a variety of formats such as advertisements, synopses, newsletters, requests and charts; graduates demonstrate a developing writing style; graduates use appropriate vocabulary; and graduates use variety in sentence length, sentence type and sentence structure.

19 Oct 94
date

principal's signature

1991 **GRADE 12 PROVINCIAL WRITING REVIEW** 1992

SIR WINSTON CHURCHILL **SECONDARY SCHOOL**

NATURE OF THE SCHOOL AS A CONTEXT FOR ITS PROGRAMS

The student body is largely drawn from a working class community. Relatively few students are sent to university. Many students (probably the highest percentage in the city) are on some form of social assistance and/or living on their own.

SCHOOL DEMOGRAPHICS

	Sept. '91	Sept. '94
Total school population	983	920
# grade 12 English students	162	210
# grade 12 English classes	8	9
% of grade 12 English students with ESL backgrounds	6.4	n.a.

Other pertinent demographics:

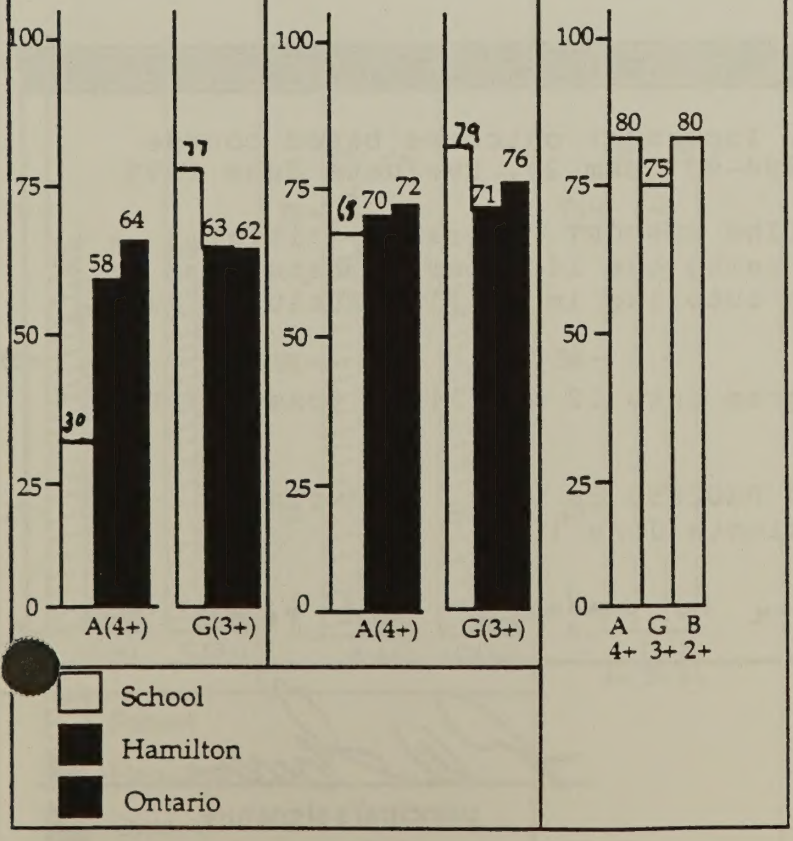
PARTICIPANTS

# participants in the Review	School A	School G	School B	Hamilton A	Hamilton G	Hamilton B
• students	87	49	0	1335	791	71
• teachers		5			63	

% of students with ESL background	School A	School G	Hamilton A	Hamilton G	Ontario A	Ontario G
	10	0	7	11	9	9

% of teachers in the Review with a BA in English	School	Hamilton	Ontario
	80	76	83

RESULTS



PROVINCIAL EXPECTATIONS

- 80% of advanced program students were expected to achieve level 4 or higher (4+)
- 75% of general program students were expected to achieve level 3 or higher (3+)
- 80% of basic program students were expected to achieve level 2 or higher (2+)

DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Writing demonstrates a sophisticated command of the elements of writing and the elements convey a distinctive perspective and impression.

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A = advanced G = general B = basic

STUDENT ATTITUDES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• enjoy writing	79	71	74	69	75	69
• confident in writing	90	86	85	80	85	82
• write outside of school (quite a bit/great deal)	24	24	22	22	25	25
• writing important for career	70	67	71	72	72	69

PRACTICES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• homework (2+ hrs/week) involving writing	37	32	51	36	59	39
• writing in other subjects (quite a bit/great deal)	65	40	52	49	57	52
• using computer to write	46	33	40	35	55	39
• teachers teaching grammar						
- to class	80		86		81	
- to individuals	100		97		95	
• teachers using computers						
- in the classroom	20		47		38	
- personally	40		51		54	

SCHOOL COMMENTS ON THE REVIEW

- students in general level course performed well
- some students at the advanced level were uncomfortable with the assigned pieces.
- time comstraints appear to have been a factor at the advanced level.

SCHOOL ACTION PLAN

1. GENERAL LEVEL - maintain program. Implement outcomes based course on trial basis 1994-95 (Sem 2). Evaluate June 1995

2. ADVANCED LEVEL - Implement a WRITING SUPPORT program - initially in OAC then 12, using one line per semester for individual/group tutoring in skills: Evaluate June 1995

   Extend this program into 12 and 11 if possible 1995

   - Review WRITING PROCESS in OAC _ 12 during 1994 - 95. Evaluate June 1995
   - Board/System plan for evaluation will be followed.

October 19/94
date

P. W. Gordon
principal's signature

1991 GRADE 12 PROVINCIAL WRITING REVIEW 1992

Westdale Secondary School — SECONDARY SCHOOL

NATURE OF THE SCHOOL AS A CONTEXT FOR ITS PROGRAMS

In 1991 an extremely large percentage (88.5%) of Westdale's grade 12 school population chose the very challenging advanced level English program.

SCHOOL DEMOGRAPHICS

	Sept. '91	Sept. '94
Total school population	1425	1361
# grade 12 English students	183	179
# grade 12 English classes	10	11
% of grade 12 English students with ESL backgrounds	5	N/A

Other pertinent demographics:

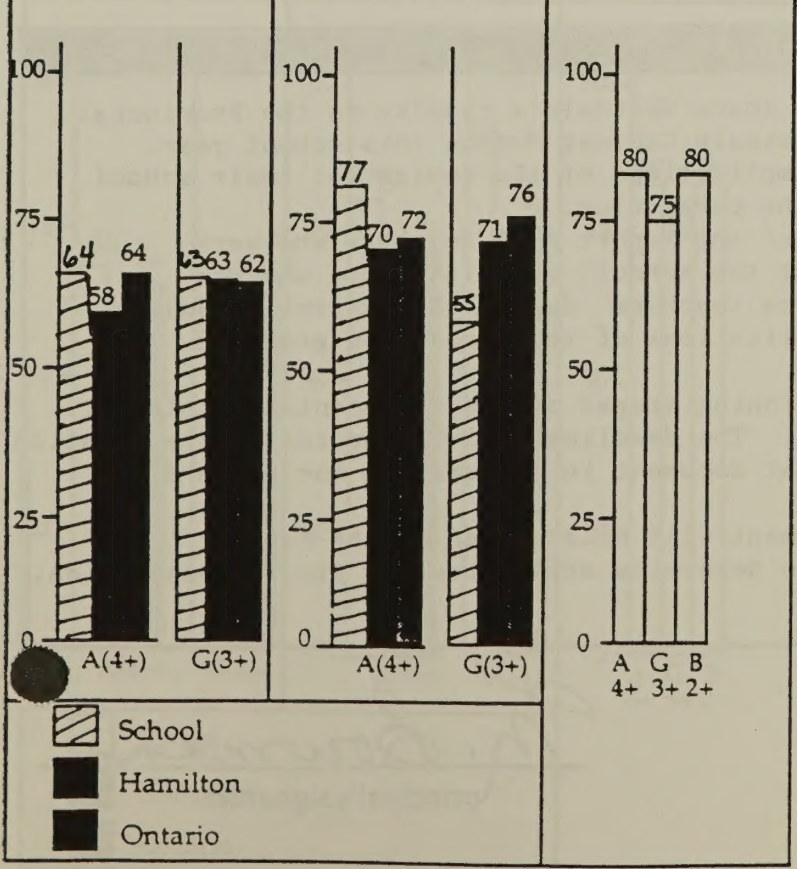
PARTICIPANTS

# participants in the Review	School A	School G	School B	Hamilton A	Hamilton G	Hamilton B
• students	162	21	0	1335	791	71
• teachers		6			63	

% of students with ESL background	School A	School G	Hamilton A	Hamilton G	Ontario A	Ontario G
	5	5	7	11	9	9

% of teachers in the Review with a BA in English	School	Hamilton	Ontario
	100	76	83

RESULTS



PROVINCIAL EXPECTATIONS

- 80% of advanced program students were expected to achieve level 4 or higher (4+)
- 75% of general program students were expected to achieve level 3 or higher (3+)
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DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Writing demonstrates a sophisticated command of the elements of writing and the elements convey a distinctive perspective and impression.

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2 Writing shows an elementary grasp of the essential elements and communication occurs, but the reader has difficulty responding.

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A = advanced G = general B = basic

STUDENT ATTITUDES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• enjoy writing	78	64	74	69	75	69
• confident in writing	80	79	85	80	85	82
• write outside of school (quite a bit/great deal)	19	21	22	22	25	25
• writing important for career	70	53	71	72	72	69

PRACTICES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• homework (2+ hrs/week) involving writing	53	48	51	36	59	39
• writing in other subjects (quite a bit/great deal)	49	58	52	49	57	52
• using computer to write	51	11	40	35	55	39
• teachers teaching grammar						
- to class	100		86		81	
- to individuals	100		97		95	
• teachers using computers						
- in the classroom	33		47		38	
- personally	50		51		54	

SCHOOL COMMENTS ON THE REVIEW

The Ministry provided guidelines for the administration of the task that could have been interpreted in various ways across the province: (from the Administration Manual)

> "It will take three to five class periods to complete this component of the review [assigned task]. More time may be used... Become familiar with the resource materials and make decisions about adding more print material or obtaining audio-visual aids. You may wish to have students bring their own materials."

We appreciated the opportunity to participate in the review; we would also have appreciated a report that arrived before the spring of 1994.

SCHOOL ACTION PLAN

The English head and the principal will share Westdale's results on the Provincial Grade 12 Writing Test 1991-92 with the Westdale Cabinet during this school year.

The department heads will discuss the implications of the review for their school plans to develop literacy skills across the curriculum.

The English head has reviewed results of the report with teachers who were involved with the review (who are still at the school) and with those who are currently teaching grade 12 classes. These teachers during the current school year will focus on an analysis of the implications of the report for grade 12 English programs.

The English teachers are now at the beginning stages of the implementation plan for the Learning Outcomes, Grades 7 to 12. The deadline of 1997 for full implementation compels us to meet the requirements of that document in preparation for a Board review of writing skills.

The Literacy Across the Curriculum Document will be analyzed by the Cabinet during the current school year in order to determine strategies for its implementation.

October 20, 1994
date

M. Bowman
principal's signature

1991 GRADE 12 PROVINCIAL WRITING REVIEW 1992

Westmount SECONDARY SCHOOL

NATURE OF THE SCHOOL AS A CONTEXT FOR ITS PROGRAMS

In the 1990-91 school year, Westmount changed from a very traditional structure to a self-paced, individualized program.

SCHOOL DEMOGRAPHICS

	Sept. '91	Sept. '94
Total school population	770	865
# grade 12 English students	124	154
# grade 12 English classes	5	7
% of grade 12 English students with ESL backgrounds	7	

Other pertinent demographics: Westmount is the upper city site for the congregated gifted programme. It has a very high proportion of advanced level students.

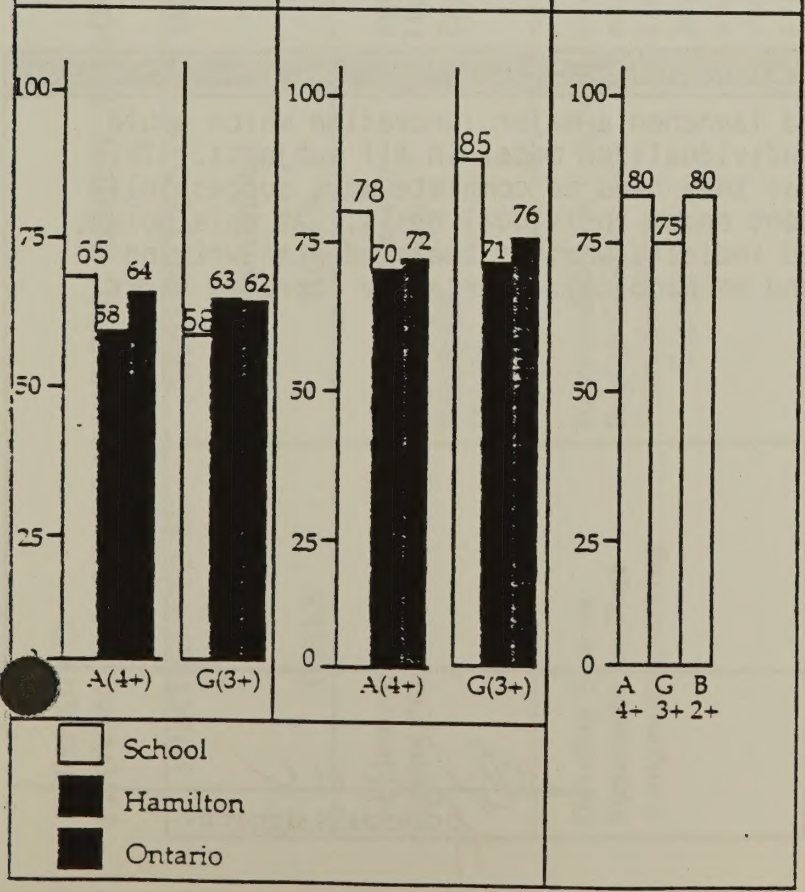
PARTICIPANTS

	School A	School G	School B	Hamilton A	Hamilton G	Hamilton B
# participants in the Review						
• students	89	35	-	1335	791	71
• teachers		5			63	

	School A	School G	Hamilton A	Hamilton G	Ontario A	Ontario G
% of students with ESL background	4	3	7	11	9	9

	School	Hamilton	Ontario
% of teachers in the Review with a BA in English	100	76	83

RESULTS



PROVINCIAL EXPECTATIONS

- 80% of advanced program students were expected to achieve level 4 or higher (4+)
- 75% of general program students were expected to achieve level 3 or higher (3+)
- 80% of basic program students were expected to achieve level 2 or higher (2+)

DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Writing demonstrates a sophisticated command of the elements of writing and the elements convey a distinctive perspective and impression.

5 Writing shows a secure command of the elements of writing and they create a meaningful whole.

4 Writing demonstrates a command of the elements of writing, and exhibits solid communication.

3 Writing shows both strengths and weaknesses in fundamental elements of writing, with the strengths outweighing the weaknesses. Meaning is generally clear.

2 Writing shows an elementary grasp of the essential elements and communication occurs, but the reader has difficulty responding.

1 Writing demonstrates an awareness of some of the essential elements of writing, but communication is fragmented or missing.

A = advanced G = general B = basic

STUDENT ATTITUDES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• enjoy writing	6	6	74	69	75	69
• confident in writing	77	68	85	80	85	82
• write outside of school (quite a bit/great deal)	13	9	22	22	25	25
• writing important for career	64	71	71	72	72	69

PRACTICES (%)

	School A	School G	Ham. A	Ham. G	Ont. A	Ont. G
• homework (2+ hrs/week) involving writing	60	37	51	36	59	39
• writing in other subjects (quite a bit/great deal)	58	49	52	49	57	52
• using computer to write	60	49	40	35	55	39
• teachers teaching grammar						
- to class	20		86		81	
- to individuals	80		97		95	
• teachers using computers						
- in the classroom	80		47		38	
- personally	60		51		54	

SCHOOL COMMENTS ON THE REVIEW

The Westmount English Department has serious reservations about the review. Among them are the following:

a) "Authentic testing' has been discredited in other jurisdictions.

b) Levels of expectations seem arbitrary when they are not set in the context of student needs.

c)The separations in levels are very difficult to understand.

d) Were the markers trained, experienced practising teachers of English?

It should be noted that what appears to be a below average result in general level on the assigned task could be accounted for by the fact that Westmount students elect to work at the advanced level unless they have experienced significant difficulties in the past.

It is also interesting to note that in a curriculum delivery with a high degree of personal choice, th assigned work is significantly different than routine work and therefore not done as well.

SCHOOL ACTION PLAN

This review took place first as Westmount had launched a major innovation which would change curriculum delivery to a self-paced individualized model in all subjects. This model enables students to take as much time as they need to complete work successfully and allows the teacher to work with the student on an individual basis. At this point, we are planning a program review which should indicate whether the students' writing has improved because of the new curriculum and methodology. Certainly improved marks suggest that this is the case.

date

principal's signature

APPENDIX D

PROVINCIAL *GRADE 12 WRITING REVIEW*: HAMILTON ACTION PLAN

WHAT HAS TO BE DONE: TASKS	WHO WILL DO IT? (responsibility) ROLES	HOW WILL IT BE DONE: FUNCTIONS	WHEN WILL IT BE DONE: TIMELINES	HOW WILL WE KNOW WHEN IT'S DONE: (accountability) OUTCOMES
Implement *The System Action Plan*	English Coordinator Area Supervisors Principals Heads Teachers	implementation of the Hamilton grade 9 and 12 English learning outcomes	September 1993 - September 1997	improved results on the System-wide grade 12 writing reviews commencing in the 1997-8 school year
Develop System Standards for First -Language Learning	Superintendent of Program English Coordinator Formative Years Coordinator	as one of the recomendations of the ***Literacy Committee Report***, June 1993, integrating Ministry standards (if/when available)	in progress: scheduled for completion by September 1996	approval by the Board
Implement System First - Language Learning Standards	English Coordinator Formative Years Coordinator Principals Heads Teachers	in-service using appropriate support staff as part of a System approach to literacy	beginning in September 1994	improved results on the System-wide grade 12 writing reviews commencing in the 1997-8 school year
Review Current Grade 12 Delivered Writing Curricula	Principals and English / Academic Heads with the support of the English Coordinator	review of classroom practice using an instrument and process developed by the Program Department	in the 1994-5 school year	report to the Superintendents of Schools
Regular System Writing Reviews in Grade 12	Superintendent of Program English Coordinator	using the 1992 Ministry instruments and processes modified as appropriate	beginning in September 1997: every 3 years	improved results in grade 12 writing

WHAT HAS TO BE DONE: TASKS	WHO WILL DO IT? (responsibility) ROLES	HOW WILL IT BE DONE: FUNCTIONS	WHEN WILL IT BE DONE: TIMELINES	HOW WILL WE KNOW WHEN IT'S DONE: (accountability) OUTCOMES
Review of Student Placement in Program Levels: • **advanced** • **general** • **basic**	Superintendents of Schools and Program	review involving • parents • guidance personnel • English/Academic Heads • principals	in the 1994-5 school year	report to Senior Management and the Board by May 1995
Review of the System Review Data by Other Departments/ Areas	Subject Coordinators Adult and Continuing Education Computers in Education Special Education ESL Human Resources Psychological Services Public Relations	to be determined by these departments/groups	by June 1994	ongoing reporting to Senior Management and the Board as appropriate
Develop and Implement School Action Plans	Principals and English / Academic Heads with the support of the English Coordinator and other appropriate support staff	based on • school results for ***The Review*** • System results for ***The Review*** • Provincial expectations • implementation of System standards as part of each school plan	beginning in the Spring of 1994	improved results on the System wide grade 12 writing reviews commencing in the 1997-8 school year.
	Superintendents of Schools and principals	performance reviews • principals • heads • teachers	as part of the System and school implementation plans	personnel growth plans and appropriate documentation
	Superintendent of Program and English Coordinator	program reviews • schools	as part of the System and school implementation plans	ongoing reporting to Senior Management and the Board

APPENDIX E

DRAFT

ENGLISH STANDARDS IN GRADES 10-12: *Writing in Critical Response to Language, Literature and Media Texts*

LEVEL	STUDENT PROFILE	INDICATORS
1	*Grasps some basic elements of critical writing. Uses unconnected or fragmented ideas and a limited number of forms. Requires significant support in using the writing process and in developing a simple argument..*	• demonstrates awareness of some basic requirements in critical writing tasks • expresses unconnected arguments, but no discernible controlling idea or focus • lacks organization • uses personal, informal language • unaware of audience • grasps minimally the written conventions of language: errors impede expression and comprehension
2	*Grasps the basic elements of critical writing, using simple ideas and some simple forms. May require support in using the writing process and in developing a simple argument.*	• exhibits some strength in some critical writing tasks • limits controlling idea and its development; often expresses superficial arguments • attempts organization; employs simple style unconnected to the purpose • demonstrates limited awareness of audience • tentatively grasps the written conventions of language: errors and level of language are distracting, and often interfere with the reader's understanding of the ideas
3	*Exercises some control in critical writing, and integrates many of the elements of writing, using simple, but valid argument. Uses the writing process with definite purpose in mind.*	• performs adequately on many critical writing tasks • expresses the controlling idea and its development, showing some balance and consistency; conveys the argument and its logic • organizes; attempts to connect style and purpose • usually aware of audience • controls the written conventions of language: mechanical and language level errors occasionally detract from the impact and the meaning of the ideas
4	*Controls and integrates most of the elements of critical writing and the writing process. Uses clear and valid argument.*	• performs adequately on most critical writing tasks • uses a clear controlling argument and logical development • capably organizes; clearly attempts to connect style and purpose; audience determines language and style • controls the written conventions of language: infrequent errors may detract from the overall impact of the work but do not affect the meaning
5	*Effectively controls and integrates all the elements of critical writing and the writing process. Uses thoughtful, clear and valid argument. Writes both independently and collaboratively in a range of academic contexts.*	• performs strongly on most critical writing tasks • uses thoughtful and controlling argument and thorough logical development • uses style appropriate to purpose and audience • effectively organizes • uses clear voice; strongly senses audience • fully controls the written conventions: any errors in spelling, grammar, and punctuation do not detract from the overall impact of the writing
6	*Commands and integrates all the elements of critical writing, using creative, insightful and imaginative argument. Writes in a full range of academic contexts.*	• performs equally strongly on all critical writing tasks • uses insightful and original controlling argument and development • organizes subtly; securely controls; uses the style to reinforces the purpose, the argument and the logic • uses a confident voice; relates to the audience • skillfully controls written conventions of language: rare errors in spelling and in grammar and punctuation may exist but do not affect the overall impact or risks taken by the student

URBAN/MUNICIPAL
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1994

AGENDA

PROGRAM COMMITTEE

1994 12 12

URBAN MUNICIPAL
DEC 14 1994
GOVERNMENT DOCUMENTS

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Appointment of Central Review Committee (Selection of Learning Materials) – **Pages 1 to 6**

2. Report re Expanded Implementation of "Magnet" (Specialized) Programs and Courses in Specified Secondary Schools – **Pages 7 to 10**

NEW BUSINESS:

1. Reconstitution of Ad Hoc Committee: – **Page 11**

   .Child Care Committee

2. Resolution from the Regional Council regarding "How do They Fare – Giving Children Hope" Report (referred at 1994 11 17 Board) – **Pages 12 to 58**
   Presentation by Anne Louise Heron, Public Health Nutritionist, Department of Public Health Services

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Update on Native Education Survey

DATE: 1994 12 12

TO: Chairman and Members, Program Department

FROM: Elizabeth G. Bond, Superintendent of Program

RE: Appointment of Members to the Central Review Committee - Policy and Procedures for the Selection of Learning Resources

REPORT: Decision

BACKGROUND

In June 1994, the Board approved Policies and Procedures for the Selection of Learning Resources. The document included a statement of policy, general guidelines and specific criteria for the selection of learning resources and procedures to be employed when reconsidering learning resources whose appropriateness has been challenged.

The administrative procedures for reconsideration are outlined in detail in the document (Appendix 1). They indicate that the initial stage in the resolution of a challenge to the appropriateness of a learning resource shall be conducted at the school level. The resolution process at the school level shall involve the individual who has initiated the challenge, the principal and appropriate school staff. The document also details a second stage in the resolution process. It is designed to resolve any challenge that cannot be resolved at the school level. The document mandates the establishment of a Central Review Committee to address these second level challenges. The document indicates the membership of the committee and the procedures to be followed in resolving a second level challenge to the appropriateness of any learning resource.

The Central Review Committee shall consist of the following members:

Superintendent of Program
Trustee (s)
Representatives (s) of Principals' Associations
Federation Representative (s)
Parent / Community Representative (s)

ISSUE

To determine trustee approval for the appointment of nominees to the Central Review Committee for the term 1995 01 01 to 1995 12 31.

RECOMMENDATION

That the Board approve the appointment of the following to the Central Review Committee for the term 1995 01 01 to 1995 12 31:

Elizabeth Bond, Superintendent of Program
Eleanor Johnstone, Trustee Representative
Judith Binns, H.S.S.P.C. Representative
Diane Rawsthorn, H.P.A. Representative
Charlotte Crouch, O.S.S.T.F. Representative
Pat McKenna, O.P.S.T.F. Representative
Joyce Schumacher, F.W.T.A. Representative
Dr. Patricia Daenzer, Parent / Community Representative
Linda Sproule-Jones, Parent / Community Representative
Barbara Ledger, Parent / Community Representative
Anna Sbrissa, Parent / Community Representative

RATIONALE:

See Policy and Procedures for the Selection of Learning Resources pages 12-13, (Appendix 1).

/pgb

POLICY AND PROCEDURES for the SELECTION OF LEARNING RESOURCES

for

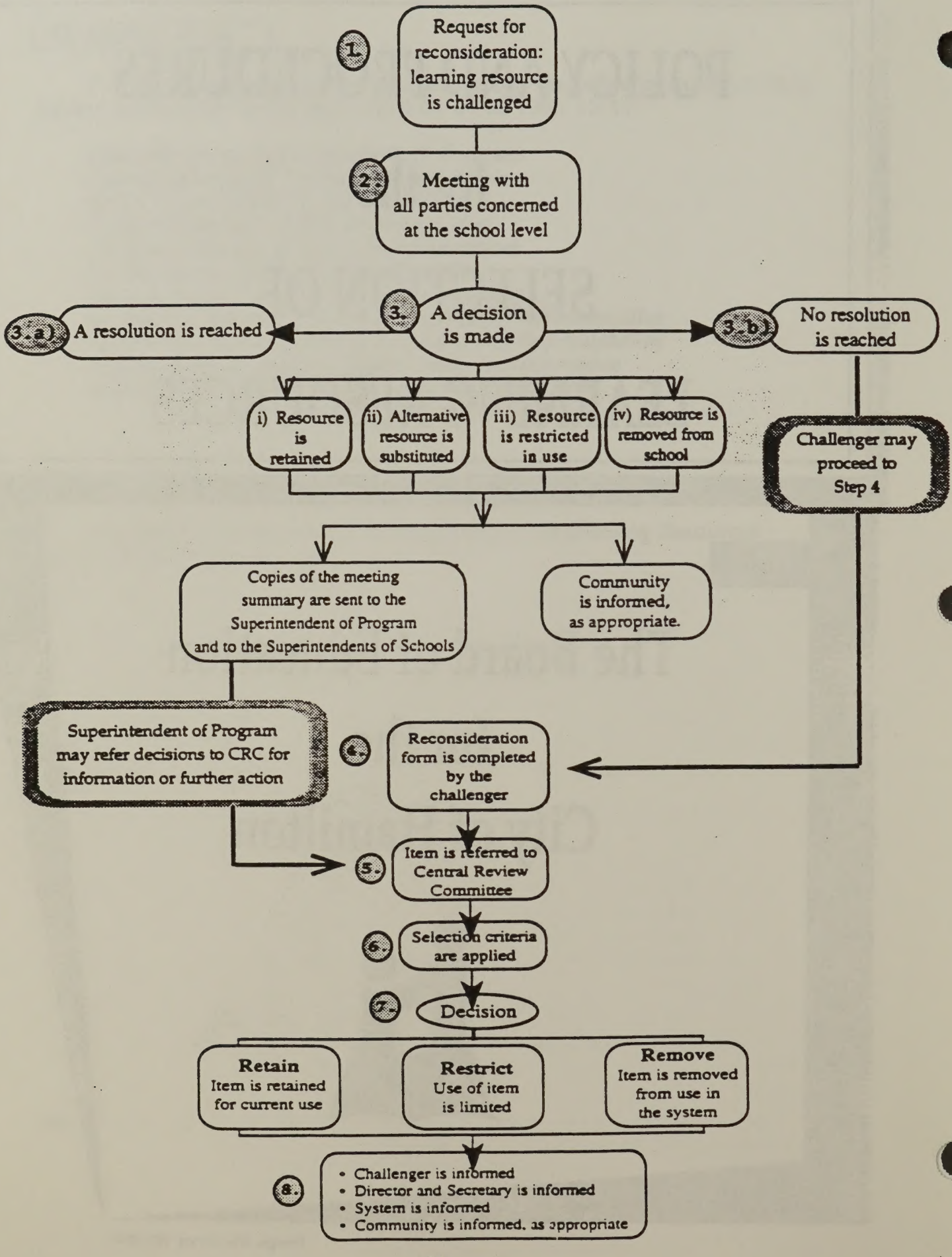
The Board of Education for the City of Hamilton



Design: Sue Spring 1994 05 09

Table II

Procedure for Reconsideration of Challenged Learning Resources



PROCEDURE FOR RECONSIDERATION OF CHALLENGED LEARNING RESOURCES

See Table II

A learning resource may be challenged by a member of the staff or the community. A challenge may be initiated by a group or an individual who feels the resource is objectionable or inappropriate for use with particular individuals or in the system as a whole.

Challenges are to be initiated at the *school* level where the resource is being used. The school level procedure is outlined in Steps 1, 2, and 3 below. Challenges not resolved at the school level and challenges regarding *system-wide* use of a resource will follow the procedure as outlined in Steps 4 through 8.

A challenged resource will remain in use until a decision is made.

At the school level:

1) The challenge is directed to the principal of the school where the resource is being used and the principal provides a copy of the Policy and Procedures for the Selection of Learning Resources to the challenger.

2) The principal holds a meeting with all parties concerned following the format outlined in Appendix I. At this time, the challenger may outline the concerns that initiated the challenge.

   The principal provides a copy of the summary of the meeting (Appendix II) to the challenger. A copy is kept on file in the school office and another copy is forwarded to the Superintendent of Program for appropriate action, which may mean referring the item to the Central Review Committee. As well, a copy is forwarded to the Superintendents of Schools for information.

3) A decision is made:
   i) the resource in question is retained for its present use, or
   ii) alternative resources may be substituted
   (e.g. an item is removed as a required text, and retained as an elective resource) or,
   iii) the resource in question is retained for restricted use (e.g. for particular grade levels) or,
   iv) the resource is deemed inappropriate and removed from use in the school,
   and
   v) the principal informs the community, as appropriate.

3a) If the challenge is resolved to the satisfaction of all parties, no further action is necessary.

3b) If no resolution is reached, the challenger may proceed to Step 4.

At the system level:

4) The challenger completes the Request for Reconsideration of Learning Resources form (Appendix III). The principal (or other Board staff) provides this form and may assist in its completion as necessary. The challenger forwards the Request for Reconsideration form to the Superintendent of Program.

5) Within 30 days of receipt of the Request for Reconsideration form, the Superintendent of Program convenes a meeting of the Central Review Committee.

The Central Review Committee* receives presentations from the challenger and consults with community representatives, "experts in the field", and various Board staff involved in the selection/ approval process.

6) The Selection Criteria are applied to the resource in question to determine its current validity or appropriateness in the curriculum.

7) The Central Review Committee reaches a decision based on the Selection Criteria and the information presented. The decision is made to:

a) retain the learning resource and continue its use in the schools of the Hamilton Board of Education, or

b) restrict the learning resource in use in some defined, limited way within the schools of the Hamilton Board of Education, or

c) remove the learning resource from use entirely within the schools of the Hamilton Board of Education.

8) Within 5 days, the Superintendent of Program provides this decision in writing to the challenger and to the Director of Education and Secretary. The community is then informed as deemed appropriate.

The decision is binding for two calendar years from the date of the decision.

*The Central Review Committee will consist of:

- Superintendent of Program, (Chair)
- Trustee(s)
- Representative(s) from appropriate Principals' associations
- Federation representative(s)
- Parent/Community representative(s)

Members of the Central Review Committee will be appointed by the Board in November of each year.

Date: 1994 12 12

To: Chairman and Members
Program Committee

From: Donald Goodridge, Director of Education

Re: **Expanded Implementation of "Magnet" (Specialized) Programs and Courses in Specified Secondary Schools**

Report: Decision

Background:

The Age of Information is changing the world in dramatic ways. Our schools must evolve in order to prepare our students to meet the challenges of the 21st century. Public expectations of schools are also changing, and school boards need to be forward-looking in order to meet those expectations.

As early as 1988 in response to these changes, the Secondary School Study Committee was formed to review secondary education in Hamilton. Between 1988 and 1991, when its report was approved by the Board, the Committee received input from stakeholder groups within the system and from the community. One of the significant proposals appended to the report dealt with the development of "magnet" (specialized) programs:

> ***Recommended that the Board create centres of specialization in our secondary schools in order to provide highly specialized programs in a cost-efficient manner.*** *(Secondary School Study Report, 1991)*

This proposal was referred to the Director by the Secondary School Development Committee in 1993 as a recommendation. As well, the Board approved the following recommendation:

> ***Recommended that the Director establish a committee to develop a plan re. directions for secondary education in the System, and report back to the Program Committee by November 1994.*** *(Status Report on the Recommendations Appended to the Secondary Study Report, 1994.)*

In response to these recommendations the Director formed the Secondary Education Futures Steering Committee in May 1994. (**Appendix C**).

Issue:

To determine the position of Trustees on the expanded implementation of "magnet" (specialized) programs and courses which promote excellence and which address student needs in the Information Age and into the 21st century.

Recommendations:

(i) That the Policy (**Appendix A,**) for the direction of "magnet" (specialized) programs and courses be approved:

> ***It is the policy of the Board of Education for the City of Hamilton to provide a common core program in all secondary schools and to expand the implementation of "magnet" (specialized) programs and courses in specified schools to address the diverse needs of students in the Age of Information.***

(ii) That the Action Plan (**Appendix B**) for the development of an implementation plan for "magnet" programs and courses be approved.

(iii) That the implementation plan for "magnet" programs and courses be presented to the Board for approval in April 1995.

Rationale:

The Hamilton Board has always promoted excellence in education. In a time of social, cultural, political and economic transition it must continue to address the educational needs of its students, so that our graduates are prepared to meet the challenges of the 21st century. We already have several "magnet" programs in place such as French Immersion, Dental Hygiene, Instrumentation, Health Care and Cosmetology.

We must continue to create quality programs for an increasingly diverse community, and must explore ways of delivering those programs effectively within existing – or even decreasing – resources. In the Information Age we can no longer afford, economically or educationally, to do the same old business in the same old ways as we did in "the good old days".

All secondary schools cannot afford to offer all programs to all students. We cannot afford the current duplication of plant, equipment, material and human resources across the System. In this age of technology and specialization we must encourage our clients to stay in school because we are able to offer a full range of programs that encourage them to do so.

A policy to develop "magnet" (specialized) programs and courses at specified sites across the System addresses all of these issues. The expanded implementation of "magnet" programs are more flexible and responsive to change, and are more relevant and cost-effective.

The Policy being proposed would ensure that all secondary schools offer a common core program. In addition selected sites in the upper and lower city would offer specialized programs and courses which would permit equity of access to all students from across the system The process would focus on the effective utilization of specialist staff, would make up-to-date equipment and materials in fewer sites more cost-effective, and would provide quality programs to address the needs of an increasingly diverse clientele.

More money will not bring about the needed changes in the current way we do business, nor meet all the needs of all our students. The proposed Policy will.

The Industrial Age is over. Today, in the Information Age "school boards have to take on a different role. It is not enough for boards to reflect the community's understanding of education. ...They've got to transform knowledge and educate the community." (*Dr. Philip Schlechty*)

To retain excellence and to remain competitive in the Age of Information, the Hamilton Board must provide information-age learning and package it in information-age ways. And we must do so in the most cost-effective manner possible. "Magnet" secondary schools and alternative programs will be a major step in that direction.

Appendices

- **Appendix A**: Policy
- **Appendix B**: Action Plan
- **Appendix C**: Secondary Education Futures Steering Committee

Appendix A: Policy

> *It is the policy of the Board of Education for the City of Hamilton to provide a common core program in all secondary schools and to expand the implementation of "magnet" (specialized) programs and courses in specified schools to address the diverse needs of students in the Age of Information.*

Appendix B: Action Plan

Task: to develop an action plan for the implementation of the "Magnet" Schools Policy, to be presented to the Board for approval in April 1995.

Process:

The Secondary Education Futures Steering Committee, under the leadership of the Director, will seek input re. the implementation of the policy from system and community Focus Groups to include:

Administrative Services Dept.
Chamber of Commerce
HTF
Trustees
City Council
Home and School
Program Dept.
HPA
Students
AEFO
HSSPA
IEC
OSSTF
Parents
Human Resources Dept.
Mohawk/McMaster
Secondary Staffs

The Steering Committee will develop a presentation and feedback process for the Focus Groups.

The feedback will focus on determining –

- the nature of the ideal graduate
- vision and mission statements for secondary education
- the nature of a common core program
- the nature of "magnet" programs and courses
- sites for the expanded implementation of "magnet" programs and courses
- articulation and employment agreements
- staffing and training
- OTAB funding and community courses which might arise

The Steering Committee will develop an implementation plan based on the Focus Group input.

The Steering Committee will facilitate a Focus Group validation of the Implementation Plan.

The Director will present the Implementation Plan to the Board.

Timelines:

- Focus Group input in January 1995
- development of the plan by March 1995
- Focus Group validation of the plan in March 1995
- presentation of the Plan to the Board for approval in April 1995

Appendix C

MEMORANDUM

June 28, 1994

TO: Trustees, Senior Management, Principals

FROM: Donald W. Goodridge
Director of Education and Secretary

RE: **SECONDARY EDUCATION FUTURES STEERING COMMITTEE**

In October, 1993, I requested the Secondary School Development Committee, chaired by Bill Manson, to prepare a "report card" on the current disposition of the recommendations from the Secondary School Study Report (1991). The "report card" indicated that the vast majority of those recommendations were either implemented or in implementation.

The "report card" also recommended that the Director establish a committee to develop a plan re: directions for secondary education in the System and report back to the Program Committee by November, 1994.

To that end, I have formed a Secondary Education Futures Steering Committee with the following mandate:

> To propose directions for secondary education in Hamilton in terms of
> •the nature and function of our secondary schools;
> •the organization of our secondary schools; and
> •programming in our secondary schools.

Before taking any recommendations to the Board, the Steering Committee will seek consultation with, and validation from, "stakeholder" groups representing the system and the community. I expect to be taking an interim report to the Board in November, 1994 and a final report by April, 1995.

The members of the Secondary Education Futures Committee currently are:

•Elizabeth Bond, Superintendent of Program
•Don Goodridge, Director of Education (Chairperson)
•Paul Gordon, Secondary Principal
•Sandy Hill, Trustee
•Bud Knowles, Secondary Principal
•Bill Manson, Specialization Years Co-ordinator
•Nancy Nicholls, Superintendent of Schools
•Carol Scaini, Middle School Principal

I will keep the system updated on the deliberations of the committee and its work with the various consultation groups.

/ls
cc: H.T.F., O.S.S.T.F., A.E.F.O.

1994 12 12

TO: The Chairman and Members,
Program Committee

FROM: D. W. Goodridge
Director of Education and Secretary of the Board

RE: **Reconstitution of the Child Care Ad Hoc Committee**

BACKGROUND

That the Child Care Committee be reconstituted for 1995 to consist of five members appointed by the Chairman of the Board and that the mandate of the committee be:

(a) That the Child Care programs be reviewed annually in accordance with the Criteria and Weighting Form for School/Child Care Link-up and be presented to the Board for approval in May of each year.

[Adopted at June, 1994 Board]

1994 11 04

THE REGIONAL MUNICIPALITY
OF HAMILTON - WENTWORTH

Office of the Chairman

October 24, 1994

Referred to the Program
Committee at 1994 11 17
Board meeting.

Bert Allen, Chairman
Hamilton Board of Education
100 Main Street West
P.O. Box 2558
Hamilton, Ontario
L8P 1H6

Dear Mr. Allen:

At its regular meeting on August 19, 1994, Regional Council passed a motion to accept the recommendations of the "How do They Fare - Giving Children Hope" report as follows:

a) That the Region of Hamilton-Wentworth, working with its community partners, actively support services to promote children's health, well-being and social justice;

b) That the community place emphasis on health promotion and prevention strategies for children and youth;

c) That an annual progress report, tied to a three year work plan, concerning the health, well-being and social justice of children, be brought to the Health and Social Services Committee.
Note: The review will use and build on the "How do They Fare" document and incorporate (but not be limited to) the following benchmarks:
i) number of children using food banks,
ii) school drop-out rates,
iii) number of low birth weight babies,
iv) number of students enroled in the Ontario Academic Credit (OAC) program,
v) enrolment in recreation programs;
vi) and G.W.A. Statistics for 16 to 18 year olds;

d) That appropriate organizations be asked to develop additional benchmarks to measure the health status of youth and children in the Region;

e) That the Region request that the local Boards of Education, area municipalities (particularly their Culture and Recreation Departments), Police Services, Public Library Services, and the Conservation Authority become actively involved in planning for children's health, well-being and social justice;

P.O. Box 910, Hamilton, Ontario L8N 3V9
Tel: (905) 546-4200 Fax: (905) 546-2340

f) That stakeholder groups be involved in the development of an action plan that gives a high profile to the needs of children and youth, and includes responses to addressing need;

g) That the "How do They Fare" report be forwarded for information and to support the planning processes of the District Health Council, Social Planning & Research Council, Association of Agencies for Treatment & Development, United Way and the Ministry of Community & Social Services Area Office.

h) That staff from the Departments of Health and Social Services report back to Regional Health and Social Services Committee by the beginning of the next term of Committee, on the resource implications of the report particularly recommendations c and f, for approval.

On behalf of Regional Council we encourage you to review the recommendations of this report and develop plans to address these needs.

A complete copy of the "How do They Fare - Giving Children Hope" staff report is enclosed.

R.J. (Reg) Whynott
Regional Chairman

cc: How Do They Fare - Giving Children Hope - Staff Report

REGION OF HAMILTON-WENTWORTH

- RECOMMENDATION -

DATE: 1994 November 2

REPORT TO: Chairman and Members
Health and Social Services Committee

FROM: Dr. Fran Scott
Medical Officer of Health
Department of Public Health Services

Michael J. Schuster
Commissioner of Social Services
Department of Social Services

SUBJECT: ***"How Do They Fare - Giving Children Hope"- (HEA-94-068)(SOC-94-165)***

RECOMMENDATIONS:

a) That the Region of Hamilton-Wentworth, working with its community partners, actively support services to promote children's health, well-being and social justice;

b) That the community place emphasis on health promotion and prevention strategies for children and youth;

c) That an annual progress report, tied to a three year work plan, concerning the health, well-being and social justice of children, be brought to the Health and Social Services Committee.

Note: The review will use and build on the "How do They Fare" document and incorporate (but not be limited to) the following benchmarks:

i) number of children using food banks,
ii) school drop-out rates,
iii) number of low birth weight babies,
iv) number of students enrolled in the Ontario Academic Credit (OAC) program,
v) enrolment in recreation programs;
vi) G.W.A. Statistics for 16-18 year olds.

d) That appropriate organizations be asked to develop additional benchmarks to measure the health status of youth and children in the Region;

e) That the Region request that the local Boards of Education, area municipalities (particularly their Culture and Recreation Departments), Police Services, Public Library Services, and the Conservation Authority become actively involved in planning for children's health, well-being and social justice;

f) That stakeholder groups be involved in the development of an action plan that gives a high profile to the needs of children and youth, and includes responses to addressing need;

g) That the "How do They Fare" report be forwarded for information and to support the planning processes of the District Health Council, Social Planning & Research Council, Association of Agencies for Treatment & Development, United Way and the Ministry of Community & Social Services Area Office.

h) That staff from the Departments of Health and Social Services report back to Regional Health and Social Services Committee by the beginning of the next term of Committee, on the resource implications of the report particularly recommendations c and f, for approval.

Fran Scott, MD, CCFP, FRCP, MSc,
Medical Officer of Health.

Michael J. Schuster,
Commissioner of Social Services.

BACKGROUND:

At it's regular meeting on October 26, 1993, Health and Social Services Committee, directed staff to respond to the document "How Do They Fare - Giving Children Hope", a report from the Regional Food and Shelter Advisory Committee on the impact of the recession on children. The information presented in the report was obtained through a one-day community discussion about the children of the region. Approximately 62 people participated in this event.

To respond to the "How do They Fare - Giving Children Hope" report staff from the Departments of Public Health Services and Social Services worked with staff from Police Services, members of the Regional Food and Shelter Advisory Committee, representatives from two boards of education, the Ministry of Community and Social Services, the District Health Council, Social Planning and Research Council, Association of Agencies for Treatment and Development, Big Brother Association, and the Adolescent Community care Program.

This Response Committee worked on each of the issues and recommendations of the "How Do They Fare - Giving Children Hope" report as presented to Health and Social Services Committee. Throughout our report recommendations are numbered and addressed in the order in which they appear in the document originally presented by the Regional Food and Shelter Advisory Committee.

Context

This Working Group agrees with the notes of the "How Do They Fare - Giving Children Hope" authors in that:

> "most of the recommended actions do not require extra resources. They require us as a community, to challenge ourselves to do some of our work differently than what we have come to expect as the "norm". In some cases the change required is very simple, but could make an enormous difference in the lives of some children. In other cases, existing personnel would be required to do some things differently, or add to some of their responsibilities, but the impact for children in our community, who are experiencing difficulty would be significant."

The thinking of our Committee was very congruent with the content of the "Yours, Mine and Ours: Ontario's Children and Youth" document released in May of this year by the Premier's Council on Health, Well-being and Social Justice. In preparing this response, some language from the Premier's Council document was adopted.

In January 1992, the Minister of Health identified the determinants of health as a basis of health care reform. The Ministry of Education and the Ministry of Community and Social Services are undergoing similar reform as are local social services agencies and community organizations. While the words used to describe determinants for each of these three groups may vary, they all fall under several of the following: family experience, self-esteem, employment, socio-economic status, education/training, social supports, sense of control, environment, public policy, access, basic needs, education/training, availability of services, recreation, marginalization - language, gender, race and poverty.

A critical self-examination by each agency and organization is needed in order to:

- identify its impact on the determinants of health;
- assess whether its current policies or programs and administrative practice facilitate or block working more effectively for children;
- identify and remedy structural changes which may be necessary;
- establish an action plan with clear roles and mandates to address the health, well-being and social justice needs of the children.

Note: At times it was difficult to clarify the intent of the recommendations. In these instances no response is made.

The Committee had limited time and resources for preparation of this response so it is not intended to be a comprehensive study of all of the services available to children and youth in the Region, but an inventory of some of the services available.

Children's Services: The Tools to Cope

Issue 1
More education re: prenatal care

Recommendation 1
Implementation of the "Best Start" Infant Feeding/Care programs. Provides contacts to a Department of Health Nutritionist through Hospital Prenatal Departments.

Current Activities Include:
- By phoning 546-3630 between 8:30 am and 4:30 pm Monday to Friday, a Public Health Nutritionist/Dietitian can be contacted. While in hospital, a dietitian can be contacted through the hospital Obstetrical Department.
- A Parent-Child Program is offered by St. Joseph's Community Health Centre in the east Hamilton and Stoney Creek areas. This program is for people who are pregnant or have young infants.
- Brighter Futures Drop-in Centre offers programs for care givers, parents and their children.
- Grace Haven offers a program for young pregnant women to help them in their continuing growth to become responsible citizens who make wise decisions for themselves and their children.
- The Hamilton-Wentworth Regional Lactation Committee is a multi-agency group working to develop policies, strategies and information to protect, promote and support breastfeeding as the optimum source of nutrients for infants. This group has material available in English, Spanish and French.
- St. Martin's Manor provides accommodation and education for young pregnant women.
- Prenatal classes are offered by Public Health Nurses to pregnant teen mothers at the Ottawa Street YWCA, Grace Haven and St. Martin's Manor.
- Prenatal classes are offered by Public Health Nurses to women in their first and second trimesters of pregnancy.
- High risk pregnant women can be visited for education and counselling by Public Health Nurses.
- A monthly column on nutrition and health issues is published in the City Parent Newspaper, distributed in the Region.

Future plans:
- The Community Action Program for Children (CAPC) is about to begin. This program, offered in the east Hamilton and Stoney Creek areas, will have prenatal and infant care components.
- A nutrition program for high-risk expectant and new parents is to be established to provide improved access to adequate and nutritious food for themselves and their families. In addition, nutrition counselling will be offered.

Committee suggestions:
- That policies and programs which support breastfeeding in the community be developed.

- That more promotion of breastfeeding take place in the schools in the broader context of the curriculum i.e. parenting issues aimed for both male and female students.
- That prenatal classes be centrally located and easily accessible for pregnant teens and disadvantaged groups.

Issue 2

Parent support groups - if parents are unsupported, this often impacts on the kids

Recommendation 2

Supporting parents in accessing and providing help for themselves and their children

Current Activities Include:

- The Provincial secondary school curriculum for Family Studies includes optional credit courses in child care and parenting. Students may take co-operative education in child care centres.
- Family Studies students at Hill Park, Scott Park and Sir Winston Churchill schools may take a portion of their classes in those school child care centres.
- 300 students each year from Family Studies programs in the Hamilton School Board work on child care and parenting in child care centres.
- Day care services are available at St. Thomas Moore School, St. Mary's School and Cathedral High School.
- Infant care services are available to students attending school at the Agnes McPhail School, Caledon. Students can work in the Child Care Centre and receive credit for their work.
- A Maternal and Child program is in operation at the Roxborough Parc Centre.
- Parent Talk: The First Year, and Toddler Talk - for parents with children up to four years of age, are programs available from the Department of Public Health Services.
- "Nobody's Perfect", a parenting program, operates from several locations including Wilma's Place, Brighter Futures and Sir Winston Churchill School. This is a program for parents of children one to five years of age. It is coordinated by Public Health Nurses in collaboration with other community agencies.
- "Ready or Not", a parenting program available for parents of children eight to twelve years of age, supports parents while working with their children to prevent substance abuse.
- Where there is difficulty coping with parental frustrations and potential for child abuse, Public Health Nurses offer post-partum support groups and home visits.
- Through a Parent-Child Information line, a Public Health Nurse responds to information, counselling and referral needs of the community.
- Home visits, by Public Health Nurses, are available to address infant, parenting and child care issues.
- Many agencies and volunteer organizations offer programs for parents e.g. Red Hill Family Centre, St. Matthew's House, Co-Op Council, Home and School Associations, Parent Teacher Organizations, and the Parent-Child Resource Centres. The Chedoke Child and Family Centre offers a Community Parent Education Program (COPE).
- The Hamilton School Board approved a 1994 Public Relations Plan which places great

emphasis on building stronger links between schools, parents, staff and the community. The aim is to encourage parent involvement in the education process, thereby supporting student achievement, closing the gap between parent and public school experience and education today, and increasing public understanding of the Board's programs. The Plan is being implemented presently.

- "Towards Peaceful Schools", developed and being implemented by the Hamilton School Board, outlines strategies for schools working to develop a welcoming environment, a focus on learning and success, team-building sports, links to community supports, and a stated mission, values and code of conduct.
- Systematic Training for Effective Parenting (STEP) programs are available from the Department of Public Health Services and the Children's Aid Society for parents of tots, children and teens.

Future plans:

- The Supermarket Safari program could be offered to parents of preschool children. This program is offered in supermarkets by a Public Health Dietitian who guides consumers through an aisle-by-aisle adventure of learning to choose healthy foods.

Committee suggestions:

- Integration of curriculum and parenting programs could be encouraged in more schools.
- The Association of Agencies for Treatment and Development (AATD), Child Care Advisory Committee, could assess the need for all day care in schools and suggest appropriate action based on the assessment.
- Non-profit child care centres have parent boards which could present opportunities for parent education.
- Increase the involvement of parents in schools to raise their awareness of their child's needs.

Recommendation 3

Better promotion of information for parents.

Current Activities Include:

- "Nursery Nuggets", a newsletter for parents and care givers, is published by the Department of Public Health Services and distributed to child care centres throughout the Region.
- Articles providing current information for parents are published on Mondays through the Nutrition Advisory Column in the NOW section of the Spectator.
- The Department of Public Health Services has a nutritionist, an inspector and a nurse assigned to answer consumer calls between 8:30 am and 4:30 pm, Monday to Friday.
- Most elementary schools have a newsletter published regularly for parents. In addition, meet-the-teacher nights, open houses, and general meetings provide opportunities for parents to receive and provide information and support on parenting issues.
- The Hamilton School Board has committed itself to improving information flow to parents.
- The Department of Public Health Services staff offer presentations to parent groups.
- The Department of Public Health Services has a storefront in Jackson Square where Public Health Nurses offer printed information, counselling and make referrals on health-related issues.

Future plans:

- Nutrition and Health workshops, designed specifically for "babysitters" or unlicensed child care providers, are in the Department of Public Health Services plans for late 1994.
- There is a plan to set up "H-W Free-Net", a nonprofit, public information utility, provided by citizens for citizens, offering free access to community information. All schools and public libraries will be connected and it will be accessible to homes with a personal computer and modem.

Committee suggestion:
Information needs to be more accessible.

Issue 3

More awareness on the part of service providers of what is available in the community

Recommendation 4
Discussion re: values and factors that impact on people's/children's self-esteem due to lack of sensitivity with respect to the delivery of services.

Current Activities Include:

- Sir Winston Churchill High School is developing a "city in schools" model for the delivery of services to adolescents.
- "The Red Book", available from any public library reference section or the Community Information Service, has a current directory of community services in Hamilton-Wentworth. The listings include the agency name, address, phone/FAX number and a description of services available.
- The Department of Public Health Services has staff assignments to all schools and liaisons or attachments to many community agencies and hospitals.
- Social Service Workers are attached to 27 of the 28 secondary schools in the Region to provide services to recipients of General Welfare Allowance (GWA).
- The Social Services Department provides pre-employment training seminars for people on GWA to help them enter the job market.
- The Wentworth County Board of Education has a self-esteem group whose mandate is to suggest effective strategies to build the self-esteem of students.
- The Prevention Network, made up of 30 or more agencies, is exploring strategies to promote positive self-esteem in the community. During the past year it held a conference on "Self Esteem and the System". Following this event a working group was formed to focus specifically on suggesting strategies to enhance self-esteem throughout the community.
- Big Brothers provides mentors to grade three students in inner-city schools.
- "Peacemakers", a program teaching conflict resolution/peer mediation for students, is operating in some schools in the Region.
- The "Athletes Helping Athletes" program is designed to build the self-esteem of

students. McMaster University athletes are paired with student athletes at secondary schools.

- Skills Through Activity and Recreation (STAR) is offered in several subsidized housing developments.
- The "MAGPIES" program (Mentors as Graduating Partners in Education), sponsored by the Industry-Education Council, matches mentors with parents to provide parents with some support.
- Many agencies have adopted strategies that work toward building individual and personal self-esteem e.g. Recreation Departments, School Boards and Department of Public Health Services staff.
- Alternative education programs, available in high schools in Wentworth County, and at Wilma's Place, St. Lawrence, and Phoenix, allow students to progress at their own rate.
- Comprehensive recommendations to increase the students' sense of belonging to schools have been made in the Hamilton School Board.
- Public Health Nurses work closely with school personnel in the identification and management of health problems of children and families. They act as a liaison and help to co-ordinate services between the school, home, family physician and community agencies.

Future plans:

- Training seminars on personal budgeting will be offered by Social Service Staff to GWA recipients who attend school.
- "Getting There is Half the Fun" is a program for grade 6 students which promotes healthy eating, active living, and positive self-esteem. It is a joint venture of the Department of Public Health Services and the Hamilton School Board.

Committee suggestions:

- There is a need to work toward updated technology to support improvement of the information flow between service providers across the various community sectors.
- Groups need to be encouraged to include children in the planning of programs designed for them. Examples of such programs need to be better publicized to reach this end.
- It cannot be assumed that it is always the student who requires corrective treatment in learning settings. Where students do not succeed, all aspects of programs need to be examined. Adjustments to the teaching environment may be necessary.
- The Cooperative Learning opportunities available through some programs in the school boards demonstrate a promising degree of success. A model for "at risk" students is being tried by the Hamilton School Board.

Issue 4

Kids cut off from services too quickly sometimes, i.e. due to behaviour, special needs, etc.

Recommendation 5

Use of different "media" to educate, i.e. plays and theatre groups - using kids, therefore, giving kids a voice. Education is critical.

Current Activities Include:

- The Hamilton School Board has developed a "Retention Report Action Plan", the purpose of which is to encourage students to stay in school.
- The U-TOO project, a teen theatre troupe, is a co-operative experience (for credit) using peer education and drama to address issues of concern to students. Teachers and Public Health Nurses work with the troupe and students on follow-up activities.
- Child and Adolescent Services assess and treat children, ages 2 to 18 years of age (and their families), who have behavioral, learning, speech and emotional disorders. Child and Adolescent Services is a division of the Department of Public Health Services.
- Supervised Alternative Learning for Excused Pupils (SALEP) is a program for students under 16 years of age who have been excused from school. All school boards have this service.
- Some students are using videos as a way to make presentations about projects in their school/community, e.g. Roxborough Park School Recess Snack Program.
- "Exploring Foods in Your Community", a program for grade five students, includes meal planning, label reading and food shopping; safe and hygienic food preparation and storage; and some basic cooking. This project is a joint venture of Dr. E.J. Davey School students, staff, principal and some parents, and the staff of the Department of Public Health Services.
- A Family Violence Prevention play, sponsored by the Community Child Abuse Council, is offered in all elementary schools for parents and students. It is called the "Touching Play".

Committee suggestions:

- The use of interactive education techniques needs to be encouraged. This could include more input to the school from parents and the community in general.
- There is need for community-wide tracking of, and accountability for, students who drop out of school before high school graduation.
- Further action by boards of education is needed to address the education and social needs of youth who have few high school credits and wish to return to school to complete high school. For example, a youth who has lived in various community settings, and after a period of time as a school drop-out, wants to return to school. This youth may not be well placed in the school system if that placement is based solely on the number of credits earned toward a high school diploma.

Recommendation 6

Looking at more "creative" ways of working with children who are experiencing problems, i.e. sharing of resources between agencies in a better and more creative way than currently experienced. This should also focus on consumer centred care-giving.

Current Activities Include:

- AATD administers a Child Care Advisory Committee which is working to establish an effective network of services for children and their families. The 28 member groups are committed to developing partnerships and to fostering new and creative ways of delivering services for children.
- The Woodview programs in two high schools, funded by the Ministry of Community and

Social Services, are designed for 13 to 16 year old students who have pronounced behavioral problems, academic underachievement, family problems and limited social skills. To benefit from this program, students need to have the potential/motivation to rehabilitate themselves.

- The Department of Public Health Services works in partnership with local child welfare agencies, AATD, area hospitals, child care centres, and community health centres to maximize services to the community.
- Wilma's Place works with colleges and universities, businesses, and a variety of community service agencies to help "at risk" students achieve their potential.
- Lynwood Hall Child and Family Centre has a Treatment Foster Care Program and it works with the Children's Aid Society (CAS) and the Catholic Children's Aid Society (CCAS) on the Parents and Children Together (PACT) program. PACT is a home-based, family centred service dedicated to prevention of out-of-home placement of 6 to 13 year old children. Referrals to the program can be made through CAS or CCAS or directly to the Program Manager.
- CAS and CCAS aim to resolve parent-adolescent conflict so children do not need to go into their care.

Issue 5

All service providers, i.e. education, social services, child treatment etc., should be more aware of the impact of poverty on children, i.e. housing (lack of space) or families move a lot because of housing; poor heating, hunger, general nutrition, family stress, lack of access to resources due to financial limitations lead to poor health. We recognize that in the long-run it is cheaper to pay now than later, thus there should be more supportive/preventive programs for children.

Recommendation 7

Initiate equal distribution of opportunities in low income areas for families to access recreation, i.e. neighbourhood drop-ins.

Current Activities Include:

- Junior Achievement, YWCA and YMCA's are some of many service clubs and groups that provide structured programs for children and youth.
- Big Brothers and Big Sisters provide an adult friend for boys and girls from single parent families.
- Boy Scouts and Girl Guides help boys and girls develop their character as resourceful and responsible members of the community.
- Robert Land and Parkview Schools have "community school programs" with a large component of adult volunteer involvement.
- The Housing Help Centre provides a listing of available housing.
- Public Library services are available essentially free to residents. They also offer programs for special interest groups of all ages, including toy libraries, and educational videos and films.

- Minor sport associations (soccer, hockey, T-ball, basketball.etc.) are available. However, in the past few years there has been a dramatic increase in community demand for structured sports, and an increased demand for subsidies for those in need.
- The Boys and Girls Club offers arts and crafts programs as well as sports programs.
- Child care resource and drop-in centres operate in various community locations (e.g. Roxborough Parc Centre), and provide information about, and links to, referral services.
- The Hamilton Foundation and the United Way support many programs for children and youth in the Region.
- The Hamilton School Board and the Rotary Club have several projects in operation to assist school children.
- Public Health Nurses work with municipal recreation departments, school staff, and many other community agencies (i.e. STAR) to ensure that programs are available in the summer for children e.g. Congress Court, Hess St. School.
- Teachers' Federations provide support for needy students through their support to nourishment programs.
- Memorial bursaries are available for students in need through the Hamilton Board of Education.

Committee suggestions:

- Set up a lending library for sports equipment for children to use in park areas.
- Start Robinson Crusoe Gardens (junkyard for building things).
- Create environments to better suit children, e.g. plant trees in school yards and provide play areas that are not completely paved so children can play games like marbles.
- An annual appreciation event could be held to promote and support the innovative and effective programs in operation locally, to increase public awareness of their existence, and to encourage increased community participation.
- Implement activities to increase awareness of the resources available in neighbourhoods and encourage people to work with these resources to increase recreation opportunities.
- Recognition must be given to the fact that some parts of the Region do not have many recreational opportunities for children. This situation needs to be rectified.
- The importance of volunteer organizations, and municipal departments of culture and recreation and public works for children's recreation must continue to be acknowledged and supported.

Committee comment:

We know that through after-school recreation, children can have an opportunity to learn skills, form lasting relationships, learn to trust each other, and build lifetime friendships.

Recommendation 8

Look into more effective use of schools/community facilities, i.e. summer, evening, school breaks, etc. (As per the Regional Sustainable Development Task Force and the Provincial paper, "Children First").

Current Activities Include:

- The "community school" concept is in operation at Robert Land and Parkdale Schools.
- The Teen Health Centre at Sir Winston Churchill School is an example of the effective use of school facilities.
- Child care services are operating year round in some school settings.

- Many schools are used by the community after school hours.

Committee suggestions:

- Encourage increased community use of school facilities after regular hours.
- Continue to implement the recommendations of the Advisory Committee on Children's Services as outlined in the "Children First - Report of the Advisory Committee on Children's Services" document, Ministry of Community and Social Services, 1990.
- Investigate the feasibility of providing full day Senior Kindergarten programs.
- Increase on-site care/recreation programming after school for students in grades one to eight.
- Recognize the importance of early childhood education to promote healthy child development.
- Recognize the need for adequate and good quality child care (from formal to informal).

Recommendation 9

Implementation of breakfast, lunch programs. (As being investigated by the Regional School Nourishment Task Force.)

Current Activities Include:

- The Region supports the development and implementation of food policies in all schools ("Implementing Vision 2020, Detailed Strategies and Actions Creating a Sustainable Region", page 36).
- The School Child Nourishment Task Force will make recommendations related to the need, design and financing of nourishment programs. Its report is scheduled for release in October, 1994.
- Several churches and community groups offer nourishment programs for school children.
- The Hamilton School Board has a School Food Policy. This policy was passed in 1990 and pilot-tested in six schools in 1992-93. Implementation in all schools was started in September, 1993.
- Forty-eight percent of all elementary schools in the Region have nourishment programs which provide milk, snacks or meals.
- The Church of the Ascension and the Church of the Redeemer are two of several community sites offering breakfast to elementary school students.

Issue 6

Parents do not necessarily have continuity of service for their children, i.e. who bridges from one service to the other?

Recommendation 10

Cooperation between consumer and care giver.

Current Activities Include:

- In the Hamilton School Board, when a system committee is formed, a parent representative is almost always requested by the Board.
- Many schools have produced codes of conduct as joint initiatives of parents, students

and staff e.g. Sir Winston Churchill.

- Parents were involved in school board focus groups to discuss the 1994 Common Curriculum.
- To a great extent consumers are included in the planning of services, i.e. parents and students are members of committees for the planning and operation of nourishment programs in some elementary schools.
- Input from consumers is sought for evaluation of ongoing programs delivered by Public Health Staff. Many programs go through a formal evaluation e.g. the evaluation of the Nutrition Advisory Column which appears in the NOW Section of the Monday issue of the Spectator. The results were published in a column late in 1993.
- A special early identification process is in place in the Hamilton School Board to ease the transition from community to school services for children with special needs.
- Public Health Nurses have conducted focus groups for 36 student groups (767 students) and 9 parent groups (60 parents who have children in elementary school) to identify needs and issues of importance to students. The results will be used to refine programs and services so they will more effectively improve the health of children and their families.
- Youth work with public health and education professionals and other community workers in the following projects: student advocacy for a safer society, theme days held in schools, Health of the Public Project, the Waterdown Breakfast Club (Health Centre), the Stone Church Project - "Mounteen Home 549", and the Health Centre at Sir Winston Churchill High School.

Committee suggestions:

- Care givers need to clearly articulate their processes for providing service for consumers, ask for consumer feedback and revise processes accordingly.
- The establishment of Home and School Associations and other parent groups needs to be supported. Parent groups and parent individuals need to be encouraged to become more involved in the school community.
- Stronger linking of services for children would create more effective delivery of services and would be more understandable for parents.

Recommendation 11

Cooperation between care giver and care giver.

Current Activities Include:

- For each school in the Region a school health profile is completed as a collaborative effort by the school and the Department of Public Health Services. The completed profile is used to identify the needs of children in the school and services are planned accordingly.
- Networking is a priority for many community agencies. Some examples of the formal networking groups are: Home and School Association Councils, AATD and its subcommittees such as the Child Care Advisory Committee and the Special Needs Preschoolers Network, Triboard Committee on Family Violence, Food and Shelter Advisory Committee, and Prevention Network.
- Care givers are striving to improve communication; it is realized that the volume of information seems ever-increasing.

Committee suggestions:

- An easy, accessible, efficient way to share and manage information across the community, needs to be put in place.
- The academic research community and the service delivery community need to work together to a much greater degree.
- Concern was expressed about the break in services during the transition from child to adult services. There needs to be monitoring of the Long Term Care Reform which could further fragment services.

Recommendation 12

More effective networking - how does that information get out to the people that need to know?

Committee suggestions:

- When people make a request for service, service providers need to make an effort to provide the help needed. This may mean that service providers need to initiate information sharing which requires knowledge of services and service providers.
- Service providers need to listen carefully to requests from those seeking services. Sometimes the first question asked is not necessarily the question that is of most importance to the consumer.
- There is a need for children's service providers to see themselves as part of a community and part of a system, and not only as an employee of one agency.
- The present fragmentation and isolation of the health and education sectors, and some social services from other children's services are barriers to effectively meeting children's needs. Steps need to be taken to improve integration of these services.

Recommendation 13

To educate either the family doctor or the specific person at each school to have the knowledge of children's services, in order that they may advocate on behalf of the child for continuity/coordination of services.

Current Activities Include:

- Brennan House advocates on behalf of street youth and ensures that residents receive the counselling and services necessary to rebuild their lives.
- Social Service Workers in schools advocate on behalf of students who receive GWA.
- Some schools have social workers who may be involved in advocacy on behalf of the child in partnership with the parent.
- Public Health Hospital Liaison Nurses consult with physicians regarding community services.
- Middle (grades six to eight) and secondary schools have guidance counsellors.
- The Hamilton Board of Education has three brochures which explain parental rights and services available: "Welcome to our School", "Whom do I See? What do I Say?", and "Does your Child need Special Programs".
- There are many community groups that work as advocates for children with particular needs such as the Downs Syndrome Association, the Autistic Citizens of Ontario, the Easter Seal Society (assists families in programs for physically disabled up to 19 years of age) and AboutFace (provides emotional support and information about facial

disfigurement).

- Each school board has a Special Education Advisory Committee (SEAC) which advocates for children in need of special education services.
- AATD advocates for about 250 children and youth each year. These children are presented through its four screening teams, which have staff from representatives from other community agencies.

Committee comment:
There will always be a need to advocate for vulnerable people in our community.

Income Support for 16 and 17 Year Old Individuals

Issue 1
Forgotten members of our society

Recommendation 14
Create child advocates for kids:

- **to help this vulnerable group of young people so they are not forgotten members of our society (Government policy and funding does not address their needs).**
- **to aid and represent them in accessing services such as General Welfare Assistance, counselling and housing so their requests are taken seriously and they are not restricted due to age or other conditions placed on them.**

Current Activities Include:

- Adolescent Community Care Program (ACCP) advocates for any adolescent between 16 and 20 years of age on accessing services and providing counselling.
- The Health Centre at Sir Winston Churchill School offers a variety of advocacy services for students
- Social Service Workers placed in schools advocate on behalf of students receiving GWA.
- The Board of Education for the City of Hamilton has Memorial Bursaries available for students in need in composite secondary schools, available through guidance counsellors.
- The Community Child Abuse Council advocates on behalf of victims of abuse.
- Wesley Urban Ministries advocates for youth 16 to 21 years of age, who access their programs.
- Public Health Nurses assist youth in accessing a variety of community services.
- Many teachers, guidance counsellors, school psychologists and school social workers advocate on behalf of students.
- A child advocate can be accessed through the Office of Child and Family Service Advocacy in Toronto (Provincial office). Part of their mandate is to provide service to parents and children who have not been able to access children's services in their community. The telephone number for the Office is 1-800-263-2841.

Future plans:

- Employment readiness services will be offered by Social Service Employment Counsellors to GWA recipients in schools.
- Personal budget management training will be offered by Social Service Workers in the school beginning in September, 1994.

Committee suggestions:

- Parents need support to be better advocates for their children.
- Services need to better accept parents as advocates for their children.
- Adolescents need opportunities to learn to advocate for themselves.
- School board trustees can be advocates for children.
- Encourage continued advocacy to meet the social assistance needs of youth.
- Review criteria of eligibility for social assistance to avoid gaps in coverage.

Issue 2

Lack of information regarding income support and General Welfare Assistance (GWA)

Recommendation 15

To include more information around GWA, housing and social service programs in the school curriculum

Current Activities Include:

- Housing, i.e. finding and setting up an apartment and managing on your own, is offered as a Family Studies credit course in secondary schools.
- Social Service Workers in schools, in the community, and counsellors at the Adolescent Community Care Program (ACCP) advise youth on issues related to GWA, housing and social service programs. The school curriculum includes some information on GWA, housing and social service programs. This is not the same kind of information of interest to a consumer of these services.
- ACCP is set up to assist 16 to 20 year old individuals access GWA, counselling, housing and transportation services.

Recommendation 16

School guidance counsellors should get involved in kids lives in order to assist them.

Current Activities Include:

- There are up to five guidance counsellors for each composite high school in the Hamilton School Board. They are involved with student career counselling, awards and curriculum. Given the ratio of counsellors to students, it would be difficult for them to become involved in the lives of very many students.

Committee suggestions:

- More ways need to be found for parents and the community to support the work of the

schools. The whole community has a responsibility for the upbringing of its young people.

- Population-based strategies e.g. mass media communication, need to be used more frequently and more effectively to promote healthy living and a feeling of belonging to the community.

Recommendation 17

Systems should be more flexible and accessible for example:

- **GWA workers could meet with kids at school rather than meeting them at home. Kids should not be required to take time off school to meet with their worker.**
- **greater access to a variety of housing modes; co-operative housing support housing, shared housing, own apartments.**

Current Activities Include:

- Since March, 1994 Social Service Workers have been meeting students at school rather than meeting them at home.

Issue 3

Lack of education and coping skills for parents

See Recommendation 2.

Recommendation 18

To look at different models of service delivery with a focus on educating parents on parenting skills and coping skills.

See Recommendation 2.

Issue 4

Traditional models of service delivery don't work for all young people who are no longer in their parents' homes.

Recommendation 19

Greater care co-ordination/conferencing of existing agencies that pertain to this group that look at alternative ways to "parent" kids that will lead to different models of service delivery.

Current Activities Include:

- AATD's 28 member agencies and sectors meet monthly to network, identify gaps and make recommendations to the Ministry of Community and Social Services.

- The Youth Agencies Network encourages work between agencies to promote self-esteem of children and youth e.g. YMCA, YWCA.

Committee suggestion:
Agencies need more flexibility to be able to accommodate individuals in living situations that do not fit well within existing agency mandates.

Issue 5

Lack of public education and awareness about the vulnerability of this group that results in a lack of concern and action.

Recommendation 20
Need to revisit the mandate of current programs to determine whether they address the current and changing needs in the community.

Current Activities Include:
- Many service providers carry out ongoing evaluation of their program in order to be as responsive as possible to community needs e.g. food access programs and social service programs providing services to students.
- AATD is a forum for dialogue around issues relating to children and adolescents.

Recommendation 21
Need to address areas of need where there is not existing service for these kids so that the community can deal with this growing issue (i.e. one day forum to look at 16 and 17 year olds).

Current Activities Include:
- Alcohol and Drug Assessment Service (ADAS), and Alternatives for Youth (A.Y.) provide services to youth.
- Schools are the first to become aware of the needs of their students and often try to cope with problems using limited resources.

Committee suggestion:
- Children's services need to be working as one system, not as fragmented pieces of service. Many service providers who are involved with children are isolated from each other even though they are dealing with many of the same issues. Schools have a pivotal role to play in this work. Concerted community action is needed in order to improve the present situation.

Recommendation 22
Need to inform/involve the community.

Committee suggestion:
Children and youth need to be involved in the process of developing solutions. Student Councils and other youth groups could have a role in developing solutions and informing the community.

The High Costs of Doing Nothing

Issue 1
If we do nothing we will increase use of the social welfare system. These systems may be governmental (General Welfare, Health Care, Child Welfare, etc.) or non-profit (food banks, shelters, counselling services, etc.)

Recommendation 23
Use existing resources to support children - not services. All of these services have costs associated with them.

See note page 3.

Recommendation 24
Don't make assumptions that costs can be cut - challenge is to spend dollars wisely and ensure that they make a difference in a kid's life (i.e. more recreation programs and greater affordable housing instead of jails).

Committee suggestions:
- Community resources could be used more effectively if there were common and agreed upon outcomes identified.
- The importance of prevention programs needs to be emphasized e.g. recreation programs, library services and park programs.
- The impact of changes in the workplace on children needs to be considered by employers. Children need to be supported through workplace changes.

Issue 2

If we do nothing people lose their sense of independence and become dependent on welfare. It directly affects children's quality of life and their ability to fully participate in the community. It leads to an uneducated workforce that has little ability to own possessions and contribute to the tax base.

Recommendation 25

Guaranteed annual income.

Committee Comment:

Canada has too many children living in poverty.

State Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development. Article 27.1 of the United Nations Convention on the Rights of the Child.

Committee suggestion:

There needs to be continued advocacy for reform of Federal and Provincial income support and social assistance programs so children can be better supported with a view to eventually eliminating child poverty.

Recommendation 26

Ensure the right of people to have enough of the right resources to participate in the community on an equal level.

Issue 3

If we do nothing we will burden and overload the systems (i.e. justice system, institutions, education system and day care system).

Recommendation 27

Revisioning of present children's service system.

- **Rethink how we attend to children's needs. Increase access and integration to allow for services to be available in neighbourhoods (i.e. schools, recreation programs, etc.). Services need to "enable" children rather than "doing" things for them.**

Current Activities Include:

- AATD is working on a plan for children's services in Hamilton-Wentworth. It is called the Spectrum Report.
- Presently the Social Planning and Research Council (SPRC), the AATD, the District Health Council (DHC), the Ministry of Community and Social Services (MCSS), the United Way, the Hamilton Foundation, and the Region are working toward a vision for

Children's Health. Input will be obtained from children's sectors including parents and children.

Committee suggestions:

- All major players, education, health, social services and corrections, need to work toward the same goals for children.
- More emphasis needs to be placed on health promotion and preventive services for children.
- Emphasis needs to be placed on strengths in neighbourhoods - volunteer associations, self-help groups, after school programs and recreation programs.

Recommendation 28

Create more affordable and accessible day care (no waiting lists).

See Recommendation 8.

Recommendation 29

Revamping of the education system.

- **Education system needs to address needs of all children (i.e. greater access to alternative education). Education must prepare young people for meaningful work and future participation in their community.**

Current Activities Include:

- The Hamilton School Board has introduced a number of important initiatives to work toward improving educational outcomes for disadvantaged students. Mainstream schools are trying to create environments where disadvantaged students can show their aptitudes and succeed.
- Boards of education play a major role in the planning and delivery of services for children.
- Schools are being called upon to provide many services, e.g. planning and operating nourishment programs, fundraising for special programs, promoting self-esteem of students, and ensuring an adequate academic program in a society with rising expectations for schools.
- Students are encouraged to become part of their community by volunteering, participating in co-operative education, and taking an interest in the environment. For example, about 40 area schools are participating in the Cootes Paradise Restoration Project and in the Children's Garden at the Royal Botanical Gardens.
- Activities of the Industry-Education Council aim to better prepare students for the future.

Committee suggestions:

- That the Community School Concept, presently in place at Parkdale and Robert Land Schools, be expanded and encouraged in all other schools.
- The community, not just schools, needs to acknowledge its responsibility for children.
- Preparing children and youth for participation in meaningful work is everyone's responsibility.

Alleviating Hunger

Issue 1
Food: A Right, Not A Privilege

Recommendation 30
Establish universal breakfast, lunch and other nourishment programs that are designed to suit the unique needs of schools and communities.

- **These programs should carry a clear message that the purpose is to help children to be ready to learn.**

Current Activities Include:

- At present, forty-eight percent of elementary schools in the Region have nourishment programs, that is they have milk, a snack, or a meal available on a daily basis.
- The School Child Nourishment Task Force is presently working on the issue of nourishment of school students. Their report is scheduled for release in October, 1994.
- The Ministry of Community and Social Services recently announced allocation of $1 million per year for three years to support the development and enhancement of nourishment programs for school students.

See Recommendation 9.

Recommendation 31
At school we need to establish an environment that normalizes the practice of sharing food.

Current Activities Include:

- In many schools food is shared between students. This is done in an informal way.

Committee comments:

- Caring and sharing behaviours are some of many reported benefits of an effective nourishment program for school children.
- Food safety needs to be ensured when food is shared.

Recommendation 32
Include more food nutrition as a mandatory part of the school curriculum.

Current Activities Include:

- Food and Nutrition are a mandatory part of the elementary and junior level curricula. The challenge is to deliver a meaningful message in an effective way, and to have school services and environment support healthy eating.
- Food and Nutrition courses are credit courses in the secondary level Family Studies curriculum.

Committee Suggestion:

- That development and implementation of school food policies be supported since sound policy is an important component in the development of stable nourishment programs for school students.

Recommendation 33

Child nourishment programs are not designed to solve the immediate symptoms of poverty or hunger, but can contribute to the long-term solution.

See note page 3.

Recommendation 34

Establish programs that support parents in feeding nutritious food to their families, such as:

- **nutritious foods on a low income/various other proteins and vegetables;**
- **budgeting to meet the family needs;**
- **culinary skills/basic cooking to retain nutrients of foods;**
- **Collective Kitchens.**

Current Activities Include:

- Family budget counselling is available through some community agencies, e.g. Red Hill Family Centre.
- The Supermarket Safari program offers information on getting the best food for the dollar in a grocery store setting.
- The Barn and Fortino's Supermarkets offer cooking classes for their customers.
- Collective Kitchens are operating in may areas of the community, including churches, schools and community centres (e.g. the North Hamilton Community Health Centre).
- Manuals on how to start a collective kitchen are available from all public libraries in the Region.
- A Collective Kitchens Organizers Program is available for parents through the Department of Public Health Services.

Committee comment:

Access to adequate nutritious food is a right for all children.

Issue 2

Wasted Food: The need to distribute quality nutritious food

Recommendation 35

Establish a re-distribution network to procure, receive and transport food to the areas in need. This network should be established for the present critical situation, but should be strong enough to remain in place after the recession for ongoing emergency efforts.

Current Activities Include:

- Greater Hamilton Food Share has a system for receiving, storing and redistributing food to the larger emergency food providers in the Region. At present the future of Greater Hamilton Food Share is tenuous.
- Bakeries send excess food to schools and community kitchens.
- Conference centres send excess food to emergency food agencies.
- Excess food from hospitals and community health centres is sent to emergency food agencies.
- Retail food distributors send excess food to emergency food agencies. For example, at St. Peter's Hospital, Public Health Inspectors help to ensure safe redistribution of food.

Committee suggestions:

- While there many good examples of effective use of available food they are too few and too small to meet the existing need. There is much to be done to improve food access in the community. Agencies set up to work only with emergency food needs are presently being called upon to provide for people who are chronically deprived of adequate and nutritious food. These agencies are struggling as they try to carry this load.
- The community needs to recognize its responsibility to provide for hungry people.

Recommendation 36

Establish a way to provide tax receipts to farmers in return for food contributed to school feeding programs designed to improve access to poorer families to safe, acceptable and nutritious food.

Issue 3

Access to food: Lack of choice for types of foods available and how to acquire them.

Recommendation 37

Support Food Access Programs, such as:

- **Collective Kitchens - four or five members per group all representing a head of a family. Each member pools resources and receipts and plans a collective cooking session.**
- **Field To Table - Low income housing projects participate in a farmers market organized by the tenants in the survey or apartment building.**
- **Community Gardens - Participants plant, grow and harvest their own fresh produce during the summer months. Many groups have extended this project into the fall and organized canning sessions with the produce that was grown.**
- **Food Buying Clubs - Participants are members of a buying club who pool financial resources to buy more cheaply, specific foods in bulk.**
- **Budget/Food Planning - Participants learn how to prepare and plan nutritious**
- **Information Sessions - meals on a low income.**

Current Activities Include:

- Many of these strategies are presently in operation.
- Wilma's Place Food and Nutrition Course - male and female students prepare meals for themselves and fellow students, sometimes teachers- learning and sharing skills in food purchasing, meal planning, preparation and providing food for their children.
- Welcome Basket, a program for pregnant women who use food banks, has been demonstrated to be effective. Its format is presently under review.
- "Access to Food - From Rhetoric to Action", a publication of the Department of Public Health Services, provides ideas and information sources for individuals and groups who want to get involved in implementing and supporting food access activities.

Committee suggestions:

- Recognition of different cultures requires culturally appropriate solutions which can further enhance our appreciation for the strength and diversity in our community.
- Expansion of the variety in our food supply to respond to the changing needs of a culturally diverse population could be a piece of the solution to the present economic difficulties.

Issue 4

Awareness and Action: Media's responsibility to its community

Recommendation 38

Make more effective the use of the Media to:

- **increase the public awareness of the extent of hunger in our community spots on the news and programs of the day;**
- **calculate and publicize the cost of poverty to the province and the broad consequences to the community, i.e. special reports, columns, one-on-one interviews;**
- **provoke discussion in the community on action oriented solutions, i.e. giving information on food access programs, supporting job creation, guaranteed income.**

Current Activities Include:

- Many groups in the community are trying to increase the awareness of the extent of hunger in the community and to respond to the needs, e.g. the Regional Food and Shelter Advisory Committee, Greater Hamilton Food Share and its member agencies, Operation Blessing, Stoney Creek Food Bank and the Dundas Salvation Army. to name a few.
- The Spectator has published many articles on the extent of hunger in the community.

Committee suggestions:

- Effective programs need to be better promoted using a full range of media.
- Awareness of the impact of acute hunger and chronic hunger on the physical, social and emotional development of children needs to be raised.

Advocacy and Political Will

Issue 1

Consumers of service tend not to participate in the process

Recommendation 39

Set up a process that encourages participation.

Current Activities Include:

- Staff in many recreation programs have developed processes to help communities work toward solutions to local neighbourhood issues.
- In the Roman Catholic Separate School Board volunteer work and social action is encouraged through the Co-Op Program.
- Students and Parents are encouraged to become involved in the planning and operation of nourishment programs for school children.
- All high schools have student councils.
- The Food and Shelter Advisory Committee is able to access the political system directly since it reports directly to Health and Social Services Committee.
- Students learn about all aspects of government at school.
- Students were included on the Street Youth Task Force youth forum; students were surveyed and included in five focus groups for the School Child Nourishment Task Force.
- The Business Improvement Association (BIA) employs people who work toward building healthy neighbourhoods in order to nurture a sense of belonging.

Future plans:

AATD will try to have youth actively participate in future planning activities.

Committee suggestions:

- That the practice of including students in the discussion of issues that affect them needs to be expanded and encouraged. Through these activities, students develop the skills necessary to become effective citizens, start to understand their civic obligation, have an opportunity to become involved, to build self-esteem, and offer a unique perspective specific to their needs as youth.
- That democracy be practised and modelled by staff and processes in all schools.
- Students and young adults need to use the information to exercise their civic duties.
- Students need to learn to access the political process so they are less intimidated when they need to access services.
- Students need to be encouraged and supported in exercising their civic duties.
- Encourage community agencies and groups to establish student memberships, and develop other ways to involve young people.
- Communities need to be supported in solving their own problems, e.g. how to get better playground equipment.

Issue 2

Attitude of service providers to people needs change, called clients, patients

Recommendation 40

See people as people, set system up for independence of users.

Current Activities Include:

- Many of the food access programs rely on eventual functional and financial independence of users. Service is provided until a group is established and able to function well.
- Many programs are intended to provide the tools necessary for living a quality life, e.g. parenting programs and quality education.
- The Police Services Department has adopted a community-based approach to policing in some areas. The purpose of this change was to bring the police closer to the community and to assist the community in doing better problem-solving.

See Recommendation 13.

Committee comment:

The aim of the Provincial Guidelines for Education is to produce critical thinkers and problem-solvers.

Issue 3

Public abdication of responsibility without government accountability

Recommendation 41

Public accountability that encourages public participation. Design of public participation process (community based pledge).

Current Activities Include:

- The Social Planning and Research Council is presently working on a project to determine useful models for encouraging public participation in the community planning and decision-making processes.
- During 1993 the Health and Social Services Committee undertook a limited public consultation process to determine priority needs in the community.

See Recommendations 10 and 39.

Committee comment:

Parent involvement is a key component in the planning and provision of services for children.

Issue 4

Decision-making is removed from the community

Recommendation 42

Decision making has to be in the hands of the community.

Current Activities Include:

- Cultural interpreters work out of Wesley Urban Ministries.
- Many community agencies provide print material in a variety of languages.
- The Settlement and Integration Services Organization supports immigrants and refugees in participating in the social, economic, political and cultural life of society.
- The Department of Social Services has produced a video for the hearing-impaired about some of the services they provide.

Committee comment:

- Through our electoral process decision-making is in the hands of the community. It is the civic right of every citizen to take part in that process.
- With much community consultation, a plan for sustainable development was put forth by the Region. This plan is presently being implemented by many individuals and groups in the community.
- Department of Public Health Services Staff work with many community groups to help them organize and mobilize resources, and to develop and implement strategies to meet needs identified by the community, e.g. the Crown Point Community Development Project.

Recommendation 43

Province must recognize benefits of local decision making.

See note page 3.

Recommendation 44

Open clear communication about the purpose of community input to a process.

See note page 3.

Recommendation 45

Equity of power distribution.

See note page 3.

Recommendation 46
Ability to listen to the voice of the public(s) - decision based on what is the common good.

See note page 3.

Recommendation 47
There may be may studies on the same issue, but they are not co-ordinated. To date, the way community participation has been accessed, expectations have been raised about changes which were then not realized.

See Recommendation 11.

Recommendation 48
There be one process instead of several processes involving all stake holders (consumers, funders and service providers) to maximize potential impact using existing resources. The intent is to be this using existing resources. The community needs feedback (accountability).

Current Activities Include:
- The process to be used by AATD in producing the Spectrum Report will involve input from consumers and front-line staff.
- The School Child Nourishment Task Force has used a number of methods and tools designed with input from each group involved. It is the plan of the Task Force that each group receive feedback.

Attachments: 1) Membership List
2) Original Report

Attachment 1

How Do They Fare
Response Committee Membership

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Attachment 2

"HOW DO THEY FAIR"
"GIVING CHILDREN HOPE"

THE REGIONAL FOOD AND SHELTER ADVISORY COMMITTEE

R E P O R T

TO

REGIONAL HEALTH AND SOCIAL SERVICES COMMITTEE

OCTOBER, 1993

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20 October 1993

Regional Health & Social Services Committee

Dear Members of Regional Health & Social Services Committee:

On Monday May 31st, 1993, the Regional Food and Shelter Advisory Committee held a one-day community workshop to discuss the children of our community. There were no presentations, speeches or lectures. Neither was it a day of pre-planned public hearings.

Instead, the community was invited to come and participated in talking about the recession and how it affects our community. The idea was that those who were interested would come and participate and that their individual and collective wisdom would tell us what the issues were and recommended action to us. Through the course of the day and evening, a total of 62 persons participated in discussions within the following topics:

"The High Cost of Doing Nothing"
"Income Support for 16 and 17 year olds"
"Giving Children the Tools to Cope"
"Alleviating Hunger"
"Children's Services"
"Advocacy and Political Will"

By the end of the day, a list of critical issues, pertaining to children in this community, was developed. The issues identified are forwarded to you in this document. A list was also developed, corresponding to each issue, of recommended actions.

Of note, most of the recommended actions do not require extra resources. They require us, as a community, to challenge ourselves to do some of our work differently than what we have come to expect as the "norm". In some cases, the change required is very simple, but could make an enormous difference in the lives of some children. In other cases, existing personnel would be required to do some things differently, or add to some of their responsibilities, but the impact for children in our community, who are experiencing difficulty, would be significant.

/...2

We believe that in Hamilton-Wentworth, we can invest wisely and well in our children and truly make a difference - and give them a chance at seizing the future with a view to full participation in the community.

We invite Regional Health and Social Services to review these issues and recommended actions and to work with us to develop strategies based from the recommended actions. If we work on this together a difference can be made often without extra resources required.

Sincerely,

Regional Food and Shelter Advisory Committee

WORKSHOP TOPIC #1

OVERVIEW: POVERTY EFFECTS ALL ASPECTS OF LIFE

Material:

- lack of affordable housing
- limited access to food (poor nutrition)
- lack of money (i.e. limited access to resources)
- prolonged unemployment
  - lack of education / barriers to employment

Social:

- poor health / physical illness
- lack of role models
- educate and provide alternative style and way of living
- cultural/ethnic barriers (acceptance of others and they of us), potential of racism to flourish
- change in family structures
- substance abuse
- children have added responsibilities (i.e. child care, shopping, latch-key kids)
- stigma attached to being poor

Emotional:

- powerlessness
- lack of self-esteem
- fears of accepting or asking for help
- anger - family and kids (family violence)
- coping skills (societal expectations)
- decrease in mental health

"How do we as a community of care providers, individuals, families and government agencies give children the tools to hope with strength and dignity as they face the daily struggles that poverty has placed upon them?"

- **WHERE DO WE BEGIN?**

WORKSHOP TOPIC #2

CHILDREN'S SERVICES
THE TOOLS TO COPE

ISSUES:

1) More education re: pre-natal care

Recommended Action

- Implementation of "Best Start" Infant Feeding/Care programs. Provide contacts to a Department of Health Nutritionist through Hospital Pre-natal Departments.

2) **Parent support groups - if parents are unsupported, this often impacts on the kids**

Recommended Actions

- Supporting parents in accessing and providing help for themselves and their children.
- Better promotion of information for parents.

3) **More awareness on the part of service providers of what is available in the community**

Recommended Action

- Discussion re: values and factors that impact on people's/children's self-esteem due to lack of sensitivity with respect to the delivery of services.

4) **Kids cut off from services too quickly sometimes, i.e. due to behaviour, special needs, etc.**

Recommended Actions

- Use of different "mediums" to educate, i.e. plays and theatre groups - using kids, therefore, giving kids a voice. Education is critical.
- Looking at more "creative" ways of working with children who are experiencing problems, i.e. sharing of resources between agencies in a better and more creative way than currently experienced. This should also focus on consumer centred care-giving. (A.A.T.D.)

5) **All service providers, i.e. education, social services, child treatment, etc., should be more aware of the impact of poverty on children, i.e. housing (lack of space) or families move a lot because of housing; poor heating, hungry, general nutrition, family stress, lack of access to resources due to financial limitations lead to poor health. We recognize that in the long-run it is cheaper to pay now than later, thus there should be more supportive/preventative programs for children.**

Recommended Actions

- Initiate equal distribution of opportunities in low income areas for families to access for recreation, i.e. neighbourhood drop-ins.

- Look into more effective use of schools/community facilities, i.e. summer evening, school breaks, etc. (As per the Regional Sustainable Development Task Force and the Provincial Paper "Children First".)

- Implementation of breakfast, lunch programs. (As being investigated by the Regional School Nourishment Task Force.)

6) Parents do not necessarily have continuity of service for their children, i.e. who bridges from one service to the other?

Recommended Actions

- Cooperation between consumer and care giver.

- Cooperation between care giver and care giver.

- More effective networking - how does that information get out to the people that need to know?

- To educate either the family doctor or the specific person at each school to have the knowledge of child services, in order that they may advocate on behalf of the child for continuity/coordination of services.

WORKSHOP TOPIC #3

INCOME SUPPORT FOR 16 AND 17 YEAR OLDS

ISSUES:

1) "Forgotten members of our society"

Recommended Actions

- Create child advocates for kids:

  - to help this vulnerable group of young people so they are not forgotten members of our society (Government policy and funding does not address their needs)

  - to aid and represent them in accessing services such as General Welfare assistance, counselling and housing so their requests are taken seriously and they are not restricted due to age or other conditions placed on them

2) **Lack of information regarding income support and General Welfare assistance**

Recommended Actions

- To include more information around GWA, housing and social service programs in the school curriculum.
- School guidance counsellors should get involved in kids lives in order to assist them.
- Systems should be more flexible and accessible for example:
  - GWA workers could meet with kids at school rather than meeting them at home. Kids should not be required to take time off school to meet with their worker
  - greater access to variety of housing modes; co-operative housing, support housing, shared housing, own apartments

3) **Lack of education and coping skills for parents**

Recommended Action

- To look at different models of service delivery with a focus on educating parents on parenting skills and coping skills.

4) **Traditional models of service delivery don't work for all young people who are no longer in their parents' homes.**

Recommended Action

- Greater care co-ordination/conferencing of existing agencies that pertain to this group that look at alternative ways to "parent" kids that will lead to different models of service delivery.

5) **Lack of public education and awareness about the vulnerability of this group that results in a lack of concern and action.**

Recommended Actions

- Need to revisit the mandate of current programs to determine whether they address the current and changing needs in the community.
- Need to address areas of need where there is no existing service for these kids so that the community can deal with this growing issue (i.e. one day forum to look at 16 and 17 year olds).
- Need to inform/involve the community.

WORKSHOP TOPIC #4

THE HIGH COSTS OF DOING NOTHING

ISSUES:

1) **If we do nothing we will increase use of the social welfare system. These systems may be governmental (General Welfare, Health Care, Child Welfare, etc.) or non-profit (food banks, shelters, counselling services, etc.)**

Recommended Actions

- Use existing resources to support children - not services. All of these services have costs associated with them.
- Don't make presumptions that costs can be cut - challenge is to spend dollars wisely and ensure that they make a difference in a kid's life (i.e. more recreation programs instead of jails, greater affordable housing).

2) **If we do nothing people lose their sense of independence and become dependent "on welfare". It directly affects children's quality of life and their ability to fully participate in the community. It leads to an uneducated workforce that has little ability to own possessions and contribute to the tax base.**

Recommended Actions

- Guaranteed annual income.
- Ensure the right of people to have enough resources to participate in community on an equal level.

3) **If we do nothing we will burden and overload to systems (i.e. justice system, institutions, education system and day care system).**

Recommended Actions

- Revisioning of present children's service system.
  - Re-think how we attend to children's needs. Increase access and integration to allow for services to be available in neighbourhoods (i.e. schools, recreation programs, etc.). Services need to "enable" children rather than "doing" things for them.
- Create more affordable and accessible day care (no waiting lists).

- Revamping of the educational system.

  - Education system needs to address needs of <u>all</u> children (i.e. greater access to alternative education). Education must prepare young people for meaningful work and future participation in their community.

WORKSHOP TOPIC #5

ALLEVIATING HUNGER

In order to highlight problems and determine strategies for the alleviation of hunger, the participants felt it was critical to operate out of the same working definition of hunger. This definition is as follows:

> "Insufficient food to provide the energy and nutrients needed for physical activity, emotional and spiritual growth."

Hunger is not a disease, it is a condition, a symptom of the disease called "Poverty". It is an unacceptable condition and that we as care providers need to perceive people who are in need of food as people just like ourselves and not as "clients". We need to be more sensitive, as care providers, by not encouraging a separation that leads to "Us" and "Them".

ISSUES:

1) **Food: A Right, Not A Privilege**

Every child has the right to reach their academic potential by ensuring that their social and mental development is not impaired by lack of nutritious food. Access to food is a basic right and essential for survival and for the future happiness of each child to become a valued member of a caring community. Children in our city are experiencing chronic depravation. The issue of chronic deprivation of nutritious food is not being dealt with in our community. Every one is being labelled an emergency situation and some of these "ongoing emergencies" are not being recognized as critical and prolonged state of poverty.

<u>Recommended Actions</u>

- Establish universal breakfast, lunch and other nourishment programs that are designed to suit the unique needs of schools and communities.

  - these programs should carry a clear message that the purpose is to help children to be ready to learn

- At school we need to establish an environment that normalizes the practice of sharing food.

- Include more food nutrition as a mandatory part of the school curriculum.

- Child nourishment programs are not designed to solve the immediate symptoms of poverty or hunger, but can contribute to the long-term solution.

Recommended Actions

- Establish programs that support parents in feeding nutritious food to their families, such as:

  - nutritious foods on a low income / various other proteins and vegetables
  - budgeting to meet the family needs
  - culinary skills / basic cooking to retain nutrients of foods
  - Collective Kitchens

2) Wasted Food: The need to re-distribute quality nutritious foods

There is an abundance of food in Canada and in our own community. Food is wasted every day for lack of resources to procure it.

Recommended Actions

- Establish a re-distribution network to procure, receive and transport food to the areas in need. This network should be established for the present critical situation, but should be strong enough to remain in place after the recession for ongoing emergency efforts.

- Establish a way to provide tax receipts to farmers in return for food contributed to school feeding programs and programs designed to improve access to poorer families to safe, acceptable and nutritious food.

3) Access To Food: Lack of choice for types of foods available and how to acquire them

Giving food is a "band-aid" or temporary measure to address the problems created by hunger. Many people during this hard economic time find food too expensive, or have lack of transportation to a Grocery store and use Convenience stores, or lack of the basic cooking, meal planning and budgeting

skills. Programs should be implemented to address these concerns and allow the participant to build their skills to become self-sufficient and independent.

Recommended Actions

- Support Food Access Programs, such as:

Collective Kitchens:	four or five members per group all representing a head of a family. Each member pools resources and receipts and plan a collective cooking session.
Field To Table:	Low income housing projects participate in a farmers market organized by the tenants in the survey or apartment building.
Community Gardens:	Participants plant, grow and harvest their own fresh produce during the summer months. Many groups have extended this project into the fall and organized canning sessions with the produce that was grown.
Food Buying Clubs:	Participants are members of a buying club who pool financial resources to buy more cheaply, specific foods in bulk.
Budget/Food Planning Information Sessions:	Participants learn how to prepare and plan nutritious meals on a low income.

4) Awareness and Action: Media's responsibility to its community

People who are affected by hunger on a prolonged basis find themselves cut off from information and the very system or programs designed to help them.

Recommended Actions

- Make more effective the use of the Media to:

1) increase the public awareness of the extent of hunger in our community, i.e. more community spots on the news and programs of the day

2) calculate and publicize the cost of poverty to the province and the broad consequences to the community, i.e. special reports, columns, one-on-one interviews

3) provoke discussion in the community on action oriented solutions, i.e. giving information on food access programs, supporting job creation, guaranteed income

WORKSHOP TOPIC #6

ADVOCACY AND POLITICAL WILL

ISSUES:

1) **Consumers of service tend not to participate in the process**

Recommended Action

- Set up a process that encourages participation.

2) **Attitude of service providers to people needs change, called clients, patients**

Recommended Action

- See people as people, set system up for independence of users.

3) **Public abdication of responsibility without government accountability**

Recommended Action

- Public accountability that encourages public participation. Design of public participation process (community based pledge).

4) **Decision making is removed from community**

Recommended Actions

- Decision making has to be in the hands of the community.
- Province must recognize benefits of local decision making.
- Open clear communication about the purpose of community input to a process.

5) **Distribution of power unequal**

Recommended Action

- Equity of power distribution.

6) **Those connected with the political system need to become more active listeners and participants in the exchange**

Recommended Action

- Ability to listen to the voice of the public(s) - Decision based on what is the common good.

7) **At present the process of garnering public input is complex**

Recommended Action

- There may be many studies on the same issue, but they are not co-ordinated. To date, the way community participation has been accessed expectations have been raised about change which were then not realized.

- There be one process instead of several processes involving all stake holders (consumers, funders and service providers) to maximize potential impact using existing resources. The intent is to do this using existing resources. The community needs feedback (accountability).

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